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ABSTRACT

Learning activities, objectives, and resource materials for multicultural education in grades K-9 are presented. The document consists of six parts in addition to the introduction (Part 1). Part 2 includes a definition of multicultural education and curriculum goals, and student goals approved by the Michigan State Board of Education. Part 3 provides over 200 pages of learning activities classified by the following objectives: (1) developing a positive self-image through understanding one's own and other cultures; (2) understanding various ethnic groups; (3) appreciating individual and cultural differences; (4) preparing for productive participation in one or more cultures; (5) desiring to contribute to a culturally diverse world; (6) respecting the freedom and dignity of individuals in a complex world; and (7) recognizing a spectrum of career choices and culturally evolved lifestyles. Within each goal, activities are organized by grade level cluster: K-3, 4-6, and 7-9. Students are involved in examining characteristics of ethnic groups through experiential learning, research, group activities, reading, and writing. Parts 4 and 5 list relevant books and other Michigan resources, and Part 6 suggests procedures to strengthen multicultural education. Appendices include a policy statement on multicultural education, needs assessment instruments, a district plan of action, an instrument to evaluate textbooks, and information on the role and procedures of an advisory committee. (KC)

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MULTICULTURAL EDUCATION: SUGGESTED CLASSROOM ACTIVITIES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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John M. Chapman
Editor

1983

MICHIGAN STATE BOARD OF EDUCATION

SP 014 902

FOREWORD

The Michigan State Board of Education on March 15, 1978 approved a policy and position statement on multicultural education. Included in the document was a suggested framework for action which was intended to serve as a recommended guide for local school districts to follow as they reviewed and revised, as needed, their educational programs to insure that they significantly reflected the multicultural nature of Michigan, our American society and the larger global community.

That document has been distributed to all Michigan school districts and various types of dissemination activities focussing on the topic of multicultural education have been conducted for school administrators, school board members, curriculum directors, teachers, parents and others.

This document represents an important next step in the Michigan Department of Education's efforts to foster multicultural education in Michigan schools. Included within the document are suggested activities and resources for elementary and middle school educators to use as they endeavor to provide instruction which has an appropriate multicultural dimension.

Local school districts are encouraged to conduct inservice education activities which focus on helping teachers within their districts to use this document. It is hoped, also, that administrators, teachers, parents and students will make use of the Recommended Framework for Action portion of the Michigan Department of Education's Policy and Position Statement on Multicultural Education to insure that a favorable structure and atmosphere exists wherein sound instruction can occur.

I wish to express my thanks to the committee which was responsible for developing the document and those individuals who participated in the various reviews. Their names are listed in the last section.

Phillip E. Runkel

Phillip E. Runkel
Superintendent of
Public Instruction

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INTRODUCTION

This Multicultural Education Curriculum Resource Materials document has been developed in accordance with the Policy and Position Statement on Multicultural Education in Michigan which were approved by the Michigan State Board of Education on March 15, 1978, and The Common Goals of Michigan Education (1979).

The Common Goals of Michigan Education document was approved by the State Board of Education on July 11, 1979. Representatives from State Advisory Councils, Educational Organizations, Teacher Training Institutions and Citizen Organizations participated in the review and revisions of The Common Goals of Michigan Education (1975-1976) document. The Equal Education Advisory Committee, which includes representatives from a variety of cultural/ethnic groups, community agencies and the community at large, participated in the development of the Policy and Position Statement on Multicultural Education in Michigan.

Professionals from the field of education were responsible for designing and preparing this document, Multicultural Education: Suggested Classroom Activities. It is the intent of the development committee that, as schools make use of this document, they involve representatives from organizations, cultural/ethnic groups and community agencies similar to those that were involved in the development of the Common Goals and Position Statement.

It is intended that the objectives, suggested learning activities and resources listed in this publication will be useful to local school districts, and in particular, teachers as they develop curriculum and seek to provide instruction which includes a multicultural dimension.

The document consists of six parts in addition to the introduction (Part I). Part II includes a definition of multicultural education which is taken from the Board approved Policy and Position Statement on Multicultural Education in Michigan, a listing of multicultural education curriculum goals from the same source and a listing of fourteen student learning goals from The Common Goals of Michigan (1979). Part III includes objectives, illustrative learning activities and recommended resources classified by grade cluster levels: K-3, 4-6, and 7-9. It represents an attempt to aid teachers in their efforts to provide instruction within a framework of the existing instructional program and time constraints so that they are not burdened with unnecessary additional teaching responsibilities.

Part IV, an annotated bibliography, and Part V, Sources of Other Information in Michigan, include additional information as to resources for schools to use as they attempt to provide education which is multicultural.

Part VI, includes suggestions in regard to how educators can proceed in a systematic manner over a reasonable period of time to strengthen their instructional program in terms of multicultural education.

The appendices include 1) a sample policy statement on multicultural education which can be used as a guide for local boards of education to use as they consider the feasibility of approving policy on this topic; 2) a set of multicultural education needs assessment instruments which might be used and/or adapted by a school district or school; 3) an illustrative district plan of action to foster multicultural education; 4) a suggested instrument which may be used by textbook selection committees to examine materials for bias; and 5) information in regard to the role of an advisory committee and suggested operating procedures for the committee.

All of the suggestions included in this document are intended to be illustrative rather than exhaustive or singular in nature. Although the development committee made a conscientious effort to be comprehensive and broad-based in its suggestions, it is well aware that these are not "the last words" to be said on multicultural education. Rather, these ideas are offered as stimulants and guides to how schools can infuse multicultural education into their regular instructional programs.

It is hoped that Michigan teachers and schools will find this document useful in their efforts to improve their educational programs and insure that all cultural groups within our society are equitably served and positively and accurately portrayed within the curriculum.

Multicultural Education: Definition and Goals

The ideas and recommendations in this document are based upon: 1) the definition and goals of multicultural education which are included in the Michigan Department of Education's Policy and Position Statement on Multicultural Education, and 2) The Common Goals of Michigan Education.

A. Multicultural Education Defined*

Multicultural education is education that:

1. Acknowledges cultural diversity as a positive fact of life in the United States;
2. Affirms that cultural diversity represents a valuable resource which should be preserved and utilized;
3. Values diversity and views cultural differences as a positive and vital force in the continued development of this society;
4. Recognizes that inherent in our Constitution is the respect for the intrinsic worth of each individual regardless of ethnicity, race, religion, sex, socio-economic status, physical or mental condition;
5. Seeks the optimal combination of affective and cognitive growth; and
6. Recognizes the value of integrity of group cultures with that of the requirements of national unity.

B. Curriculum Goals of Multicultural Education**

Education which is multicultural is goal oriented. Successful implementation of the concept in the school curricula should result in several positive outcomes and should result in the student having:

1. A positive self-image in understanding one's own culture and an appreciation for the culture of others;
2. A clear understanding of one's own value systems, cultures, customs and histories as well as those of others different from oneself.
3. An appreciation of individual and cultural differences.
4. A sound preparation for productive participation in one or more cultures.
5. A desire to contribute to and thrive in a culturally diverse nation and world.
6. A respect for the freedom and dignity of all individuals, and acceptance of the responsibilities of sustaining and enlarging the institutions of all people in a complex, multicultural, interdependent society, which will contribute to greater freedom;
7. A wide spectrum of choices of careers and of culturally-evolved lifestyles - choices which are based on each student's desires, aspirations and capabilities.

* Position Statement on Multicultural Education, page 5.
** Position Statement on Multicultural Education, page 6.

C. Student Learning Goals***

In conjunction with home, community and other supportive influences, Michigan education has the responsibility to provide experiences and opportunities to students that will enable them to achieve optimum personal growth. As a result, each student should:

1. Be able to communicate effectively.
2. Acquire knowledge of mathematical concepts and skills in mathematical operations.
3. Acquire the knowledge, skills, attitudes, and moral values needed for effective participation in a democratic society.
4. Acquire the knowledge, skills, and attitudes needed for effective participation in a pluralistic, interdependent, global society.
5. Acquire knowledge of the principles, methods and general content of the social sciences.
6. Acquire knowledge and skills in the natural sciences.
7. Acquire knowledge, skills, and attitudes in the arts and humanities consistent with personal experiences, interests and talents.
8. Acquire the knowledge, skills and attitudes which are necessary for the attainment of physical and mental well-being.
9. Acquire logical, critical and creative thinking skills.
10. Acquire knowledge about careers, understand the requirements of various career roles, and be able to make career choices. Career is defined here as all of an individual's life roles, e.g., occupational, family, citizen, leisure and student.
11. Acquire performance and technical skills related to the content of the chosen vocational program for job entry and continuing education at a higher level of competence.
12. Develop an appreciation of learning as a lifelong process of self-development and a major way of responding to sociological and environmental change.
13. Acquire the knowledge necessary for the appreciation, maintenance, protection and improvement of the environment.
14. Acquire knowledge and appreciation of the behaviors and attitudes necessary for responsible family membership.

*** The Common Goals of Michigan Education, pages 6-9.

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 1. Students will experience a variety of ways ethnic groups communicate thoughts and feelings using verbal and non-verbal modes of expression.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Provide the students with a series of universal emotions/feelings such as anger, joy, sadness and fear. Ask them to demonstrate each emotion using facial expressions and body movement(s). (It may be difficult for young children to distinguish between facial expressions.) Explain that all people experience these emotions/feelings, but show them in different ways depending on their culture. Ask the students to name other kinds of emotions that might be universal and demonstrate them. Then, ask the students to demonstrate the way they would use facial expressions and body movement to show respect to: a parent, teacher, another student and an elder. Discuss some traditional ways persons from various cultural groups might demonstrate respect for the persons listed above. Then, ask the students to demonstrate them. You might wish to expand upon this lesson by including the way time, space and touch are viewed differently by people of diverse cultures and to use poetry appropriate for this level to express gladness and such.	Grant Hennings, Dorothy, Smiles, Nods and Pauses. Citation Press (T) World Book - Childcraft International, About Us. Merchandise Mart Plaza (T) "Just Like You." Anti-Defamation League (S/T) Steptoe, John, Stevie. Harper and Row (S) Berger, Terry, I Have Feelings. Behavioral Publications (S)
4-6	
Provide the students with examples of songs or poetry with unique styles developed by a variety of groups, for example: Poetry - Japanese: Haiku or Tanka Mexican: Corridos Song - African-Americans: Spirituals Polish: Folk Music (Mazurkas) Discuss the relationship the poetry and/or music has to the culture from which it originated. Ask the students to develop examples of these styles based on their own experiences. Then, have them display or demonstrate them.	Opalki, Koszalki (translated) Treasured Polish Folk Rhymes, Songs and Games. Polanie Publishing (T) Bryan, Ashley, Walk Together Children: Black American Spirituals, Atheneum (T) Houston, James, Songs of the Dream People: Chants and Images from the Indians and Eskimos of North America. Antheneum (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 1. Students will experience a variety of ways ethnic groups communicate thoughts and feelings using verbal and non-verbal modes of expression. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Provide the students with several anthologies which contain the poetry of a variety of ethnic groups. Divide the class into groups of three (3) or four (4), racially, culturally, or ethnically mixed when possible. Ask them to: - select a poem which expresses the thoughts, feelings or history of the writer about his/her cultural group - develop a skit based on the information, thoughts and/or feelings expressed in the poetry	Hughes, Langston and Bontemps, The Poetry of the Negro, 1746 - 1970. Doubleday (S/T) Miller, Wayne, Gathering of Ghetto Writers. American University Press (S/T) Steiner, Stan and Babin, Maria Teresa, Borinquen: An Anthology of Puerto Rican Literature. Vintage Books (S/T) Figueroa, John, Caribbean Voices. Robert B. Luce Company, Inc. (Volume I) (S) Jordan, June and Bush, Terri, The Voice of the Children. Washington Square Press--Pocket Books (S)

Objective 2. Students will use mathematical concepts and computational skill to develop a greater understanding of their own and other cultures.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Create a bulletin board to be used in developing and comparing sets of pictures. Discuss with children the many variations of what constitutes a family. Have each child draw a picture of the set of people in their family, including themselves, doing their favorite thing (e.g., dancing, picnicking, eating, shopping, going to church and watching television, etc.) Assist each student in completing this title "_____'s Family", to be affixed at the bottom on their picture. Display the pictures on the bulletin board using a title such as "Our Families." Use the students pictures for activities such as naming the members of each child's family, determining families with more, less or as many members. Next make an "Americans All" game board.	Dreyfuss, Henry, Symbols Source Book. McGraw-Hill Book Company (T) Lee, Nancy, and Oldham, Linda, Hands on Heritage. Hands On Publications (T) Encyclopedia (look under various countries) (T) The World Book Dictionary. World Book Child Craft (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

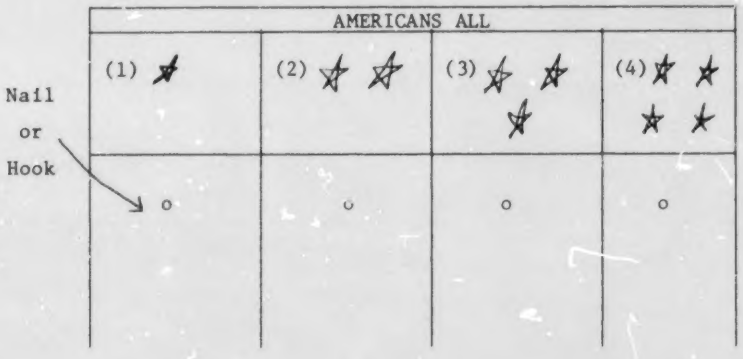
Objective 2. Students will use mathematical concepts and computational skills to develop a greater understanding of their own and other cultures. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3 continued

Cut pictures from magazines to develop a set of multi-cultural flash cards on 5 x 8 tagboard. Use pictures of people engaged in a variety of activities. Include a variety of racial, cultural and ethnic groups. Make one tagboard picture for each number, 1 through 5 or 1 through 10 (which ever is appropriate for the grade level you teach). Punch a hole in the top (middle) of each tagboard picture. The pictures can be used for drill and practice to help students understand sets by having them hang the correct picture set underneath the matching set of stars on the "American All" game board below.



This activity is most appropriate for third grade and above. It might be adapted for lower levels. Also, note that cultural materials are being used to develop mathematics skills.

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 2. Students will use mathematical concepts and computational skill to develop a greater understanding of their own and other cultures. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued This activity may be extended to help students understand other cultures by developing a game board called "People and Their Symbols" (game board is constructed the same as the "Americans All" board, except signs, symbols, artifacts, etc. from a variety of cultural groups should be used). Develop the tagboard pictures by using a variety of signs/symbols representing different cultures: i.e., Jewish - Star of David; Native Americans - Totem; Japanese - Carp Kite; Irish - Clover Leaf and West African - Adinkra. The symbol for "good fortune": Dutch - Wooden Shoe, Chinese - Panda; Polish - Wycinanki and Canadian - Maple Leaf. Draw the symbols on the tagboard in sets of one, two, three and so on. Introduce the lesson on symbols which is placed on the American Flag to represent the thirteen colonies. Other examples of how the star is used in America is for Christmas decorations, grading students papers and such. You no doubt will be able to think of other examples. Then provide students with background information about each of the symbols that are represented in the sets of pictures they will be using. Explain the significance of each and the cultural group which it represents. Use the multicultural symbols to teach about sets, members of sets, relationships between sets (one more or one less member). By developing more set pictures of each symbol this activity can be used for pairing and ordering sets. This activity can be extended to teach career education concepts as well as multicultural symbols. Use hats representing various occupations. Draw minature versions of the hats and have the students select the hat they wish to wear, and arrange them on paper using the designated number of hats to represent a set from 1 through 5, or 1 through 10 depending on the grade level. Allow students to color their hats.	

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 2. Students will use mathematical concepts and computational skill to develop a greater understanding of their own and other cultures. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Have students design their own personal "Chop". A "chop" is:

- an artistic configuration of the students initials
- a phrase in the Chinese language which describes the students in a positive manner, or
- the Chinese equivalent of the student initials

When designs are perfected to the students' liking, let each student carve his or her "Chop" on a small eraser to make a stampe, such as the examples below:

Assign students to consult with their parent (guardian) to obtain a favorite ethnic recipe. Use the recipes collected by the entire class to teach metric measurement. Students should be assigned to submit recipes for different food categories, such as desserts, vegetables, meats, and beverages. When all the recipes are correctly converted to metrics, each student's recipe should be typed or dittoed. Type the student's name and address at the bottom of his/her recipe. Give each student in the class a copy of each recipe. These will be compiled into personal cookbooks. Students can design their own book covers, and decorate the pages with artistic designs of their choice. When the cookbooks are all finished, have a classroom autographing party where students can stamp the recipes they submitted with their own personal "Chop", making it an official entry into the book. Students may also wish to use their "Chop" as a signature for other special mathematics projects.

RESOURCES

Metric Conversion Table for food measurement

Lee, Nancy, and Oldham, Linda. Hands on Heritage. Hands On Publications (T)

Keller, John J., Metric Manual. J. J. Keller and Associates. (S/T)

Donovan, Frank, Prepare Now for a Metric Future. Weybright and Talley (S/T)

Schuman, Jo Miles, Art From Many Hands. Prentice-Hall, Inc. Chapter II (S/T)

"The Metric System for the Intermediate Grades: Sets One and Two" (Sound filmstrips). Pathescope Educational Films (S)

"Ethnic Foods," from the "Ethnic Studies: Peoples of America" filmstrip series. Educational Design (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 2 Students will use mathematical concepts and computational skill to develop a greater understanding of their own and other cultures. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Most people feel good about themselves when they can make a personal contribution to someone else. Initiate a class project called "Each One Teach One to Use His/Her Mathematics Skills". For the project the students in your class will make Multicultural Mathematics Games for an adopted elementary class.

First, consult with the teacher of the adopted class to obtain several copies of the class' textbook. Then, have your students select a drill exercise from the text and develop sets of practice problems for the elementary students called, "Coded Personalities," as follows:

CODED PERSONALITIES

_____, an Afro-American who invented the first traffic light:

G	A	R	R	E	T	T		M	O	R	G	A	N
1	2	3	4	5	6	7		8	9	10	11	12	13

Addition:

1. $\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$ 3. 6. 9. 12.

2. $\begin{array}{r} 2 \\ +0 \\ \hline 2 \end{array}$ 4. 7. 10. 13.

5. 8. 11.

When possible the students should use names of ethnic individuals who have made contributions to mathematics and related fields. The older students should be assigned to research the lives of various ethnic groups and their contributions. Then, develop a short statement about the individual's contribution (See above chart), leaving a blank for the name. After the students in the adopted class complete the problems, they will find out who the person is, thus breaking the code.

RESOURCES

Answers to the problem match a letter of the alphabet, and from which students will be able to break the code. They can then spell the name of the missing person:

Examples:

A = 1	or	A = 10
B = 2		B = 20
C = 3		C = 30
D = 4		D = 40
E = 5		E = 50
F = 6		F = 60
G = 7		G = 70

"Minorities Have Made America Great." Schloat Productions. (S/T)

Ethnic Chronology Series. Oceana Press. (S/T)

Fellows, Donald, A Mosaic of America's Ethnic Minorities. John Wiley and Sons. (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 2. Students will use mathematical concepts and computational skill to develop a greater understanding of their own and other cultures. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

7-9 continued

The benefits of this activity for the older students could be:

- helping others
- discovering facts about ethnic groups'/ individuals' contributions
- satisfaction for doing a good job
- review and reinforcement for math concepts learned earlier

Objective 3. Students will develop an appreciation and concern for the rights and well-being of others by exploring the lives of famous leaders who have demonstrated a concern for the rights and well-being of all.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

Introduce the students to various parts of the body and their functions. At the first level begin with eyes, nose, mouth, arms, legs and other familiar parts. With higher level students include bones, lungs, throat and stomach. Move from these body parts to the heart. Explain the size of the heart (as big as a fist), the way it works and its relationship to veins and arteries. You might have the students draw body silhouettes of themselves, filling in the body parts they've learned about including the heart and several key veins and arteries.

Have the students talk about what happens when a heart is weak or stops and what can be done to help a person survive when the heart is not functioning properly.

Then, focus on two individuals whose contributions in the areas of the heart and blood have made life better for people all over the world. These individuals are: Daniel Hale Williams - the first open heart surgeon, and Charles Drew - founder of the blood bank.

Black Contributions to Science and Energy Technology. United States Department of Energy, Office of Public Relations (T)

Hayden, Robert, and Harris, Jacquelin, Nine Black American Doctors. Addison Wesley Publication Company (T)

Hardwick, Richard, Charles Richard Drew: Pioneer in Blood Research. Charles Scribner's Sons (T)

Ploski, Harry, and Brown, Roscoe, The Negro Almanac. Bellwether Company (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 3. Students will develop an appreciation and concern for the rights and well-being of others by exploring the lives of famous leaders who have demonstrated a concern for the rights and well-being of all. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued After the students have received information about these men through presentations and/or reading ask them to develop a skit or mime of Dr. William's operation on a knife wound patient or the process of collecting, storing, sending and using the blood that is available through blood banks as a result of Dr. Drew's experiments. With parental permission and nurse's cooperation, some students might be willing to have finger's pricked and blood placed on microscopic slide and observed by students. Have the students expand the mimes so that all personnel (other doctors and nurses) that might be involved are included.	
4-6 Divide the students into groups of five (5). Ask them to respond to the following key questions about tuberculosis (TB): who, when, where, how, why, what. They may gather the information about the key questions by: reading, talking with someone, listening to audio-filmstrips, or films. After they have gathered information to the key questions, have each group share its information with the class by: making something which illustrates the information they've gathered or reading a report which they've developed. Then, focus on the contributions Florence Seibert made to the area of tuberculosis (TB). Point out that she had to overcome several difficulties in order to make her contributions: a lame leg acquired when she had polio, being a female in a male dominated career (biochemistry). Ask the students to list the ways in which she demonstrated concern for the rights and well-being of all people.	Gelfad, Ravina and Patterson, Letha, <u>They Wouldn't Quit: Stories of Handicapped People</u>. Lerner Publication Company (S/T) Encyclopedias; biographies <u>Medical and Health Encyclopedia</u>. H. S. Stuttman Company (S/T) <u>American Men and Women of Science</u>. R. R. Bowkar Company (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 3. Students will develop an appreciation and concern for the rights and well-being of others by exploring the lives of famous leaders who have demonstrated a concern for the rights and well-being of all. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Divide the students into several groups and have them respond to the following key questions about Cesar Chavez, Dr. Martin Luther King, Jr. and Eleanor Roosevelt: who, when, where, how, why, what. They may gather the information by: reading, talking with someone or listening to filmstrips/movies. After they have gathered and organized the data, ask them to share it with the class. After all the information has been shared, involve the students in a discussion to compare the work/life of the three individuals. Have them respond to ways in which the lives of the three individuals are similar, ways in which their lives are different and ways in which they demonstrated concern for the right and well-being of all people.	Clayton, Edward, Martin Luther King: The Peaceful Warrior. Prentice Hall (S) Harrison, Deloris, We Shall Live in Peace: The Teachings of Martin Luther King, Jr. Hawthorn Books (S) Franchere, Ruth, Cesar Chavez. Thomas Y. Crowell (S) Terman, James P., and Cramer, Kathryn, Mighty Hard Road: The Story of Cesar Chavez. Doubleday (S) Roosevelt, Eleanor, This Is My Story. Harper and Row. (S) Ezickson, Aaron J., The Eleanor Roosevelt We Remember. Hill and Wang (S)

Objective 4. Students will acquire the knowledge, skills and attitudes needed for effective participation in a pluralistic interdependent, global society.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Ask the students to name some living things. List them on the board. Then, ask the students to categorize them into human and non-human. Lead them into a discussion about the "human family" and conclude the discussion with the idea that all people of the world belong to one big family. Continue by asking the students to list ways in which families, groups, tribes or nations are similar and different. Ex: Families: Alike — food, shelter, clothing, love, comfort, friendship Families: Different — homes, colors, sizes, beliefs, customs	"Six Families in the U.S.", (filmstrip series). Encyclopedia Britannica Educational Corporation (S) "Five Children/Five Families" (multimedia packets). Scholastic Magazines, Inc. (S) "Families." Troll Associates (S) "Family Life Styles Around the World" packets of large pictures. Published by David C. Cook, Elgin, Illinois 60120 "One People." Anti-Defamation League. (S/T) "Enough Food for Everyone" (S/T) Covers: United States, India, Egypt, Mexico, Japan and Tanzania. 1978 Imperial Education Resources, Inc. Pleasantville, New York 10570

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 4. Students will acquire the knowledge, skills and attitudes needed for effective participation in a pluralistic interdependent, global society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Then, provide the students with magazines which represent different cultures in the United States and the world. Be sure stereotypic and "exotic" photos are removed or the lesson is developed to address the matter of stereotypes and that simplistic lessons dealing only with the children studying about "strange and exotic" aspects of those who are different does not prevail. Divide them into groups. Ask each group to make a collage on one of the following topics: (1) "One Big Family" (pictures of faces of people throughout the world) (2) "Families Eating" (pictures of people throughout the world eating) (3) "Families Working" (pictures of people throughout the world working in different ways) (4) "Families Playing" (pictures of families throughout the world having fun) (5) "Families Helping" (pictures of families throughout the world helping others) (6) "Families Cooking" (pictures of families throughout the world cooking) After the children have completed their collages, put them on the bulletin board with the "One Big Family" collage as a focal point. Be sure to include in the pictures, those belonging to different domestic cultural groups, i.e. Blacks, Hispanics, Native Americans, Asian-Americans, Women, Handicapped and Aged.	

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 4. Students will acquire the knowledge, skills and attitudes needed for effective participation in a pluralistic interdependent, global society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Ask the students to name as many different types of homes as they can - both past and present. List them on the board. Involve them in a discussion of the function of homes and the way in which homes suit(ed) the environment and lifestyles of the people building them. Then, ask them to find the following information on a home from the past or present: (Be sure each student selects a different home. If several students select Native-American, or African homes, each must be different as there are many styles of each. Include the different types of housing found within their immediate communities and cities.) - Who lives/lived in the home? - What materials are/were used? - How does/did the home suit the environment of the occupants? - How does/did the home fit the lifestyle of of the occupants? After the students have gathered the information ask them to make one of the following based on their information. - A sketch of the home, inside and out. - A model of the home using boxes, paper, sticks, clay, grass or other appropriate materials. Be sure the students label the home and whether it represents past, present or traditional. After the students have completed the work, display all the homes entitling the display: "Our Homes - Past and Present."	World Book - Childcraft International, About Us. Merchandise Mart (S/T) Encyclopedias (S/T) National Geographic. National Geographic Society (S/T) Popular magazines like Americana, American History Illustrated and Smithsonian (S/T) Bowyer, Carol, The Children's Book of Houses and Homes. Usborne/Hayes (S) Pratt, Richard, Houses, History and People. Lippincott (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 4. Students will acquire the knowledge, skills and attitudes needed for effective participation in a pluralistic interdependent, global society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Ask the students if they would be willing to volunteer for an "experiment."* Ask them not to eat any food (dinner or snacks) the night prior to class or any breakfast and/or lunch before class meets that morning/ afternoon. Tell them you will feed them in class. When the students come to class divide them into the countries of Aba, Bango, Cant and Drier. Give the students from Aba water with a touch of bullion, students from Bango a bowl of rice, students from Cant a small portion of meat and vegetable and students from Drier meat, potatoes, vegetable, salads and dessert. Allow them to eat. During and after the meal, ask the students to discuss their reactions to the amount of food they had/others had, whether they should have/should not have shared and other relevant points. Then, ask the students to determine whether Aba, Bango, Cant and Drier are representative of countries throughout the world by determining the percentage of food consumed per person in the United States daily. Compare that consumption with the consumption of food in the following countries: Argentina, Brazil, Canada, England, Mexico, Sierra Leone, Bangladesh, Japan, China and Poland. After the research has been completed, ask the students to find the names and addresses of several organizations concerned with world hunger and write to find out how they implement their programs. Do not ignore the matter of hunger and poverty within the United States. *Caution students with medical problems to check with their parents or doctor before participating. Have all students get permission from their parents before implementing. Because there may be students within the class belonging to cultural groups that do not eat meat or particular types of food, teachers should exercise care to insure that the beliefs and practices of students in their classes who may be members of such groups are respected. An alternate learning activity consistent with the beliefs of such students should be provided.	"Hunger and History." Multimedia Productions (S) Encyclopedias Newsmagazines, such as Time, Newsweek, U.S. News and World Report (S/T) Materials from world hunger and health organizations, such as WHO, UNESCO, UNICEF (S/T) National Geographic. National Geographic Society (S/T) "Food as a Force in History." Multimedia Productions (S) Otero, George and Smith, Gary, Teaching About Foods and Hunger: 33 Activities. Center for Teaching International Relations (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 5. Students will acquire an understanding of American History from the point of view of several cultural groups.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Give the students the following imaginary sequences and have them respond to each either verbally or with pictures.*

- You are eating dinner with your family when you notice some people with funny clothes on cutting trees down in your backyard.
- Your parents try to talk to them but they do not speak your language.
- After a while your parents figure out the strangers are hungry so they give them some food.
- The strangers will not leave.
- The next morning your backyard is full of strangers, so is your neighbor's.
- Strangers are all over. They are building "homes" and eating your food.
- Some of the strangers come into your house and take your toys.
- Strangers are everywhere. They push you out. They push your neighbors out.
- You move, but the strangers keep coming and you have to keep moving.

Help the students to draw some parallels between the "stranger" story and the movement of the Europeans to North America.

Then, ask them to explain or write a short paragraph detailing how they might feel if they were Native Americans during the time the Europeans began to settle in America. Ask them what kinds of things could have been done so that the Europeans and Native Americans could have shared the resources.

This activity and simulation could also be used with intermediate level students. Also, students might speculate as to a Mexican perspective of the Alamos.

*Use toys or a play area to demonstrate for K-1 level.

RESOURCES

Novotny, Ann, Strangers at the Door. Chatham Press (S/T)

"To Be Me: Tony Quon." Anti-Defamation League (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 5. Students will acquire an understanding of American History from the point of view of several cultural groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Give the students the following sequences and ask them to write a one-page response to each sequence. Encourage them to expand on the information.

- You are a member of a Japanese-American family. You are coming home from the grocery store when a news flash on the radio announces the bombing of Pearl Harbor by Japan. Describe how you might feel and what it would be like to hear the news.
- Rumors begin to spread about Japanese-Americans. As a result you loose white friends, businesses will not sell to you and you do not want to go to school.
- In 1942, the President enacts an order. The order says your family must leave home and go to an Assembly Center. You cannot take any furniture, pets, bikes or cameras. You can only take clothes and what you can carry.
- After spending several months at the Assembly Center you are sent to a relocation camp in Arizona. It is hot and dusty. You live in a barrack made of tar paper. You can not leave the camp.

Continue developing sequences that relate to the Japanese American experience during World War II. Ask the students to respond. The last section should relate to "going home", what it was like, how they felt.

You might also include information on the 442 Regional Combat Team and other Japanese-American troops that fought for the United States during World War II.

RESOURCES

"Manzanar." JACP, Inc. (S/T)

"World War II Evacuation Notice" posters. JACP, Inc (S/T)

Wartime Hysteria: The Role of the Press in the 110,000 Persons of Japanese Ancestry. JACP, Inc. (S/T)

Evacuation Notices. JACP, Inc. (S/T)

Uchida, Yoshiko, Journey to Topaz. Charles Schribner's Sons (S)

Uchida, Yoshiko, Journey Home. Atheneum Press (S)

Okubo, Mine, Citizen 13660. Arno Press (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 5. Students will acquire an understanding of American History from the point of view of several cultural groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Give the students the following information about the building of the Transcontinental Railroad (Use a map to point out the geographical locations described). - It was authorized by Congress in the 1860's to connect the East and the West and to prevent the western frontier from coming under Mexican, British or Russian influence. - In order to get from the East to the West, there were three choices of travel: (1) Sail around the tip of South America. (2) Take the land route over the Rocky Mountains through deserts and Native American land. (3) Take a ship down to Panama, get off and catch another ship to the West Coast. - The Union Pacific and Central Pacific Railroads were commissioned to do the job. Then, inform the students that the building of the railroad was viewed differently by different groups of people. Divide them into three groups and have each group find information relevant to the perspective of the respective groups. Suggestions: Group I: - Union & Pacific Railroad - What was the role of the Union & Pacific Railroad officials? - How did they feel about building? - Who did they hire? - How were their employees treated? - What were their goals?	Dowdell, Dorothy and Dowdell, Joseph, The Chinese Helped Build America. Julian Messner (S/T) Encyclopedias Chang, Kathleen, The Iron Moonhunter. Children's Book Press (S/T) American History textbooks Ethnic Chronology Series. Oceana Press (S/T) Dowdell, Dorothy and Dowdell, Joseph, The Japanese Helped Build America. Julian Messner (S) "Wataridori: Birds of Passage." JACP, Inc. (S/T) George, Chief Dan and Hirnschall, Helmut, My Heart Soars. Books Canada, Inc. (S) Forbes, Jack D. The Indian in America's Past. Prentice Hall (S/T) Brown, Dee, Bury My Heart at Wounded Knee. Holt (S/T)

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GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 5. Students will acquire an understanding of American History from the point of view of several cultural groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued GROUP II: - Chinese Workers - How did they feel about the railroad? - How were they treated? - What did they do? - What were their goals? GROUP III: - Native Americans - How did they feel about the railroad? - How were they treated? - What did they do? - What were their goals? After the students have completed their study ask them to share it with the class; then, ask each student to respond to the following: "The building of the Transcontinental Railroad affected many Americans because _____."	

Objective 6. Students will acquire knowledge and appreciation for the contributions of various cultural groups to the fields of nutrition, medicine, and environmental science.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 The teacher will read several biographies of ethnic group members who have made contributions in the fields of medicine and nutrition. The children will use magazine pictures to make a collage of those contributions.	American Men and Women of Science. R. R. Bowkar Company (S/T) de Garza, Patricia, Chicanos: The Story of Mexican Americans. Julian Messner (S/T) Hutchmacher, Joseph A., A Nation of Newcomers: Ethnic Groups in American History. Dell Publishing Company (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 6. Students will acquire knowledge and appreciation for the contributions of various cultural groups to the fields of nutrition, medicine, and environmental science. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 The teacher will provide a list of ethnic group members who have made contributions in the fields of medicine and nutrition. The students will select one of the names from the list, obtain information from a variety of sources about the individual, and write a report on their findings using illustrations to visually display the contribution.	Terrell, John U., American Indian Almanac. Thomas Y. Crowell (T) Ethnic Chronology Series. Oceana Press (S/T) Ploski, Harry, and Brown, Roscoe, The Negro Almanac. Bellwether Company (S/T) Niethammer, Carolyn, Daughters of the Earth. MacMillan (S/T) Karp, Deborah, Heroes of American Jewish History. Anti-Defamation League (S/T) "A Portfolio of Outstanding Contemporary American Indians" (posters). Educational Consortium of American, Inc. (S/T) Medical and Health Encyclopedia. H. S. Suttman Company (S/T)
7-9 Based on class discussion, reading assignments and teacher initiates and guides lessons, students will be asked to identify individuals from various cultural groups within the United States who have made significant contributions in the fields of nutrition, medicine and science. Students will be assigned the task of sharing their findings with appropriate editorial commentary with their classmates. Written/oral reports, individual and/or small group reports, simulations and role-playing activities focusing on the historical figures and the nature of their contributions.	

Objective 7. Students will acquire appropriate knowledge and skills in music, dance, drama and the visual and creative arts of various cultural groups.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Give the students background information on Purim (The Festival of Lots). Explain that it is a Jewish celebration held during Spring to honor Queen Esther and her cousin Mordecai who saved the Jews from Haman of Persia. Read or tell the story found in the Book of Esther.	Lee, Nancy and Oldham, Linda, Hands on Heritage. Hands On Publications (T) Marquevich, Pat and Spiegel, Shelly, Multiethnic Studies for the Elementary School Classroom. Education in Motion (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 7. Students will acquire appropriate knowledge and skills in music, dance, drama and the visual and creative arts of various cultural groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Ask each student to make a puppet representing one of the characters in the story (Esther, Mordecai, Haman, Kind Ahasuerus, the servant, a horse). They can use their imaginations to create a style of their choice. Example: Paper Bag Paper Plate Cylinder Then, help the students develop a play based on the Book of Esther, assigning each student to play the role of the puppet created. (Since you may have several puppets of the same character, you will have several plays.) Allow the students to develop/expand their roles. Teachers would need to take into consideration local guidelines in regard to use of this activity and, also, whether it is too difficult.	Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)
4-6 Tell the students to imagine that they are to send a box of artifacts representing the artistic creations of Americans to the planet Zanzibar. The purpose of sending the creations is to show the inhabitants of Zanzibar a representative sampling of the art of various cultural groups in the United States. Ask the students to research on some of the arts and crafts developed by certain ethnic groups in the United States and construct their own. After they are completed, put them in a box with an explanation of each. You might wish to have the students pretend that another classroom represents Zanzibar. Students could send the box of artifacts to that room so that other students become familiar with the arts and crafts of the United States.	Lee, Nancy and Oldham, Linda, Hands on Heritage. Hands On Publications (T) Marquevich, Pat and Speigel, Shelly, Multiethnic Studies for the Elementary School Classroom. Education in Motion (T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Takahama, Toshie, Origami for Fun, 31 Basic Models. Japan Publishing Trading Company (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 7. Students will acquire appropriate knowledge and skills in music, dance, drama and the visual and creative arts of various cultural groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES

4-6 continued

Example of artistic creations:

Ojo De Dios: Mexican-American
Lacquerware: Chinese-American
Embroidery: Greek-American
Stitchery: Jewish-American
Batik: Japanese-American
Corn-husk Wreath: Native-American (Irish Cron Dolly)
Wycinanki: Polish-American

7-9

Give the students the following information relative to blues music:

- Blues developed in the South after the Civil War
- Blues may have grown out of Afro-American field hollers and work songs
- Blues became the foundation of American popular music. It influenced jazz, soul, funk, rock and roll and country and western music
- Blues can be divided into rural and urban

Ask the students to use their research skills to identify some differences between rural and urban blues. They may write or demonstrate the difference. They should share their information with the class.

Play several blues recordings (select both urban and rural) asking the students to point out the similarities and differences between them.

Then ask the students to:

(1) Prepare a paper on the history of the blues beginning with the Civil War period and tracing its history to today.

OR

(2) Select an artist who sings (sung) or plays(ed) the blues and write a short biographical sketch about him/her.

OR

(3) Select and perform a blues piece, giving some background information on it.

Butcher, Vada, Levine, Toby and Standifer, James, From Jumpstreet: A Story of Black Music, WETA TV, Washington, DC and Program for Educational Opportunity, University of Michigan (T)

LP albums

Southern, Eileen, The Music of Black Americans. W. W. Norton and Company (T)

Terkel, Studs, Giants of Jazz. Thomas Y. Crowell (S/T)

Jones, Leroi, Blues People. William Morrow and Company (T)

"The American Negro Sings." MLA (S)

"American Music: From Folk to Jazz and Pop. MGH (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 8. Students will acquire knowledge about how different cultural groups have similar and different ways of attaining and maintaining physical and mental well-being.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Show the students pictures of a variety of foods such as: cheese, papaya, rice, avacados, chicken, pancakes, tortillas, ice cream, milk, grapes, lettuce, tomatoes, black-eyed peas, cereal, port, pudding, toast, fish, squash, bananas, wheat sprouts, lamb.

Ask them to name which of the pictured foods they eat.

Help them to categorize the pictures by placing them in one of the following groups: fruits, vegetables, breads and cereals, meats, milk and cheese.

Explain that foods can be divided into several groups and that it's important to eat foods from all of the groups to stay healthy. Expand on the information depending on the level of your students.

Inform the students that people from various domestic cultural groups and all over the world eat food that belongs to several of the food groups to stay healthy. They eat the foods individually or combine them to make a nutritious meal.

Give the students recipes (either verbally or on cards) of meals from several different countries and ask them to categorize the "meal" into the food groups. Ask them to help select a recipe to prepare with them for a tasting party.

Example of recipe and categorization:

Stuffed Pita (Lebanon)

1 Onion	1 t Salt	Lettuce
2 Tomatoes	Pita Break	
2 T Butter	1 Pound Ground Lamb	

Fruit	Vegetable	Bread Cereal	Meat	Milk Cheese
	Onion Tomato Lettuce	Pita	Lamb	Butter

RESOURCES

Cooper, Terry Tauff and Ratner, Marilyn Many Friends Cooking. Philomel Books (T)

Lee, Nancy and Oldham, Linda, Hands on Heritage. Hands On Publications (T)

Shimzu, Kay, Asian Cookbook for Junior and Beginners. Japan Publishing Trading Company (S/T)

Leung, Mai, The Chinese People's Cookbook. Harper and Row (S/T)

Miller, Jill Nhu Huong, Vietnamese Cookery. JACP, Inc. (T)

Foods of the World Cookbook Series. Time-Life Books (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 8. Students will acquire knowledge about how different cultural groups have similar and different ways of attaining and maintaining physical and mental well-being. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Ask the students to list things they should do to stay healthy. Lead them to include exercise. Expand on the importance of exercise. Explain that people throughout the world exercise in many ways to keep their bodies healthy. Explain that people can exercise through activity, games or dance. Ask them to name some dances or games they play. Teach them some games or dances children play in other areas of the world.

Examples: Melon Dance - African

(1) Ten to twenty players form a circle.
(2) One player is in the center.
(3) The player in the center runs around the circle throwing the melon (ball) into the air and catching it. The other players run in a circle imitating the player in the center.
(4) Then the center player bends and jumps into the air throwing the melon (ball) under his/her feet toward the player behind him/her in the circle.
(5) That player must catch the melon (ball) without moving out of place. If the player moves, the center player stays the same. If the player catches the melon (ball) without moving he/she becomes the new leader.

Polka: Poland

Sacos (Sack Race): Mexico

Ball Race: Native-American: Players compete in foot race where they kick the balls ahead of them without using their hands. Each player has their own ball.

RESOURCES

Lee, Nancy and Oldham, Linda, Hands on Heritage. Hands on Publications (T)

Tiedt, Pamela L. and Tiedt, Iris M. Multicultural Teaching. Allyn and Bacon (T)

Harbin, Elvin O., Games of Many Nations. Abingdon Press (S/T)

Miller, Nina, Children Games From Many Nations. Friendship Press (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

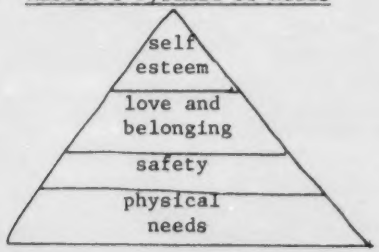
Objective 8. Students will acquire knowledge about how different cultural groups have similar and different ways of attaining and maintaining physical and mental well-being. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Show the students Abraham Maslow's pyramid of needs. Ask them which need is most important and must be fulfilled before any of the others. Why? Ask them to list examples from each category.

Illustration: Maslow's Pyramid of Needs



Have the students focus on self-esteem. Ask:

- What does self-esteem mean?
- How can you begin to feel good about yourself?
- How does what you do affect the self-esteem of others?

(Expand on the questions depending on the students' response).

From self-esteem, move into the area of prejudice. Develop a lesson which focuses on prejudice.

- What is prejudice?
- What effect does it have on the self-esteem of a person?
- What kinds of people/groups are prejudged? (Examples: people who are handicapped, people from different ethnic groups, people who are of a different religion, people who dress differently and older people)

Have the students select a group which has been discriminated against because of prejudice and write a paper explaining how and why. Have them include some ways to involve people in eliminating prejudice and discrimination.

NOTE: As you read the papers look for stereotypic references, point them out to the students and explain why they are incorrect.

RESOURCES

Basic psychology textbooks (T)

Jacobs, Paul, et, al, To Serve the Devil. Vintage Books (T)

"Chinese Americans: Realities and Myths" (filmstrip series). TACT (S/T)

McWilliams, Carey, Prejudice: The Japanese American. Archon Books (S/T)

Larson, Charles, Prejudice: 20 Tales of Oppression and Liberation. Mentor (S/T)

Cheng-Tsu, Wu, Chink! A Documentary History of Anti-Chinese Prejudice in America. World Publishing Company (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 9. Students will acquire skills in gathering, analyzing, synthesizing and presenting data as it relates to stereotypes portrayed by the media.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Ask the students to bring pictures from newspapers or supply magazines, and ask the students to cut out pictures of people in the following occupations: doctor, lawyer, "boss", dentist, author, truck driver, teacher, plumber, secretary, hair stylist. Categorize the pictures; then, ask the students to help you count the number of doctors who are male and the number of doctors who are female. Record the number of each. Continue counting the number of males and females in each occupation and record them. Then, make a bulletin board display based on the data. Ask the students: - What does the display tell you about the number of males and females in each occupation? - Which occupation(s) have the greatest number of males? - Which occupation(s) have the greatest number of females? - Do you know a male who is in an occupation that is listed for females on this chart? - Do you know of any females in occupations listed for males on this chart? - Why do you think the pictures show more male doctors; more female secretaries? - Can a female be a doctor, a male be a secretary?	Career Opportunities (A series). J. G. Ferguson Publishing Company (T) Magazines such as Life, Popular Science, Sports Illustrated, Musician, Business Week (S/T) Pellett, Elizabeth, et. al. A Woman Is . . . and A Man Is . . . Both books published by Aardvark Media (S) Tiedt, Iris M., Teaching for Liberation. Contemporary Press (T)
4-6	
Divide the class into two groups. Ask Group I to find as many pictures as they can of older people as passive, unhappy, slow walking, helpless, unpleasant, out-dated or funny, unable to hear or see well, stupid. (negative) Ask Group II to find as many pictures as they can of older people as active, happy, helpful, pleasant, current, attractive, intelligent. (positive)	Magazines Local, state and national organizations on the elderly

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 9. Students will acquire skills in gathering, analyzing, synthesizing and presenting data as it relates to stereotypes portrayed by the media. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Have each group show their pictures to the class. Then, ask the students in each group how many pictures they found. Record the number of negative pictures (passive, unhappy) and the number of pictures that show older people in a positive way. Help the students make a linegraph illustrating their information. Then, ask the students: - Which pictures were easiest to find: the active (positive) ones or the passive (negative) ones. - Which way are older people most often portrayed on TV and in magazines? Why? - How should older people be portrayed? Why? - How would you portray an older person? Why?	
7-9 Show the students the film Unlearning Indian Stereotypes or acquire materials from Interracial Books for Children that deal with the ways Native Americans are stereotyped. After a discussion of the materials have the students visit a library and select a children's book that portrays one or more Native Americans. Ask them to read the book and write or orally present their analysis of how Native Americans are portrayed in the book. Example: - Are they portrayed in a stereotyped manner? In what ways (dress, speech, lifestyle)? - What could the author do to change the stereotypes, if they exist?	Unlearning Indian Stereotypes, Interracial Books for Children (T) McLuhan, T. D., Touch the Earth: A Self-Portrait of Indian Existence. Pocket Books (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 10. Students will examine the labor patterns of U. S. ethnic groups, past and present, and will understand the social and institutional dynamics which affected these groups.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

The students will make a large colorful "labor" tree out of cardboard. The teacher will tell the children about the various contributions that many ethnic groups have made to the growth and continued betterment of their community and state. After an explanation of the type of labor the immigrants did when arriving in their community and state, each child will draw a picture of what they think the job looked like and place it on their "labor" tree. Example: Railroads, trains, factories, cars, clothes, groceries and stores. The teacher will have on display a picture of the job or the product used by the laborer. Example: sewing machine. The teacher will then display the children's work.

4-6

The students will work in small groups. Each small group will select one immigrant group to study. The students will study what life was like for the immigrants in their original country and what it was like for them when they came to their new country. Students will compare and contrast the past immigrants with the "new" immigrants. They will study how their problems are alike and different, and answer the question: is it easier or harder being an immigrant now or in the past? The students will report their findings to the entire class for discussion and the teacher will help the class to draw conclusions about their findings and what the implications are for future immigrants.

7-9

The students will select four immigrant groups who originally came to this country. The students will prepare a written report answering the following questions:

RESOURCES

Magazines such as Life, Black Enterprise, Popular Science, Musician, Business Week, Inside Sports (S)

Ethnic Chronology Series. Oceana Press (S/T)

Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

Handlin, Oscar, The Uprooted: The Epic Story of the Great Migrations that Made the American People. Grosset and Dunlap (T)

Eiseman, Alberta, From Many Lands. Atheneum (T)

Hutchmacher, Joseph A., A Nation of Newcomers: Ethnic Groups in American History. Dell Publishing Company (S)

Novotny, Ann, Strangers at the Door. Chatham Press (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 10. Students will examine the labor patterns of U.S. ethnic groups, past and present, and will understand the social and institutional dynamics which affected these groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued Question 1 - What types of skills did most of the immigrant groups you selected bring with them to this country? a. What type of labor and/or trade did the immigrant group get into after arriving in this country? b. What type of problems did they encounter socially? c. What were the working conditions like for them? Were there unions at that time? If not, did that have a negative or positive effect? Question 2 - The "new" immigrants coming to this country in the 1980's, how do they compare to the immigrants of the past? a. What skills do they have? b. What type of labor and/or trade do they become involved in? c. What are the working conditions for them like? d. Does having unions help or hurt the "new" immigrants? e. What types of problems do the immigrants encounter socially?	Newspaper files News magazines such as Time, Newsweek, U.S. News & World Report (S/T) Scripts from news programs on television, such as "60 Minutes," "20/20 Magazine," NBC White Papers" (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 11. Students will be able to identify, experience, and participate in activities which will broaden their understanding of: 1) how climate, natural resources, and weather influences the work people do, 2) that people do different kinds of work to satisfy different needs, and 3) how different immigrant groups arriving in the United States have settled in particular locations because of the climate, natural resources and weather.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Prepare a diorama of people working near or on the water, perhaps launching a boat, filling baskets with fish, boats pulling nets, and fishing from a dory. Use a shoe box for your diorama and construction paper, pipe cleaners and pieces of net to construct the scene. Read the class the story of Antonio, Teresa and Vosco who live in a Portugese village and have a summer job on a fishing fleet. Have students draw a picture which illustrates some phases of processing fish after they have been caught. Examples may be: netting the fish, cleaning them, packing them in salt, canning and exporting the fish. Lead the class in discussing the reason why fishing is a very important occupation in this village and others which are located near or on the water. Discuss the ways that people learn to become fisherman. Do they go to school? Do they learn by participation with their parents? Discuss what some people do for a living besides fishing. Describe some Portugese customs to the class.

4-6

Have students obtain information from a variety of sources in regard to how people in different areas of Michigan earn their living and how climate, geographic location, natural resources and favorable economic factors have influenced the types of work people do. Prepare class maps, murals and charts which show where various cultural/ethnic groups have settled in Michigan, contributions made by people from a variety of cultural groups, and the positive aspects of the history and culture of the various ethnic/cultural groups in Michigan.

RESOURCES

Cherry Holmes Mason, Investigating Societies. McGraw Hill (T)

Driscoll, Mary, My Community and Other Communities. William H. Sadlier (S/T)

Bradley, Marion, Bradley, Howard, Learning Idea and Action in World Cultures. Prentice Hall (T)

Bradley, Marion, Bradley, Howard, Technology Idea and Action in World Cultures. Prentice Hall (T)

Rose, Glazer, Glazer, Sociology: Understanding Society. Prentice Hall (T)

Burns, Marjorie, Communities Around The World. William H. Sadlier (S/T)

Ember & Ember, Cultural Anthropology Study Guide and Workbook, Second Edition. Prentice Hall (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 11. Students will be able to identify, experience, and participate in activities which will broaden their understanding of: 1) how climate, natural resources, and weather influences the work people do, 2) that people do different kinds of work to satisfy different needs, and 3) how different immigrant groups arriving in the United States have settled in particular locations because of the climate, natural resources and weather. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Plan with representatives from local historical associations and societies activities which will enable students to visit areas and sites of historical significance and to learn about the history of their local community and state. Invite representatives from various companies and service industries to visit the classroom and plan for students to prepare individual and/or group reports focusing on feasible reasons why different ethnic groups settled and tend to be located in particular areas of Michigan.	
7-9 Plan and conduct lessons which focus on how available resources, geographic location, climate and similar factors determine the kinds of jobs available for people to perform and the types of occupations in different areas of Michigan and various regions of the United States. In subsequent discussions and lessons, introduce or review with the class the idea that the United States is a pluralistic society. In addition to the more obvious ethnic/cultural groups (Blacks, Hispanics, Asian-Americans, Native Americans and immigrants who came to the United States in the early 1800's and late 1900's) include within the discussion consideration of the "new ethnics" (South East Asians, Cubans, Haitians and such). Also, review how the handicapped, aged and women represent special types of cultural groups	

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 11. Students will be able to identify, experience, and participate in activities which will broaden their understanding of: 1) how climate, natural resources, and weather influences the work people do, 2) that people do different kinds of work to satisfy different needs, and 3) how different immigrant groups arriving in the United States have settled in particular locations because of the climate, natural resources and weather. (continued)

	ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	continued Have students locate information from various sources on where various cultural/ethnic groups are primarily located and what types of professions and jobs are primarily held by members of the various groups. Prepare a bulletin board display which includes reports and charts prepared by the students which describe and show the relationships between types of jobs available and geographic factors which prevail in a region, a comparison between jobs in Michigan and other areas of the United States, where various cultural/ethnic groups are located, types of jobs primarily held by particular cultural/ethnic groups.	

Objective 12. Students will examine the concept of immigration and will understand how ethnic groups in the United States responded to sociological and/or environmental change.

	ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	Make a large community map outline and/or Michigan map on bulletin board or chalkboard. Have students participate in the development of a language experience chart which focuses on the varied types of people (cultural/ethnic) who live in their community and/or Michigan. Have them speculate as to when those who arrived from other places came to their community, why they left their original homes and how they traveled to their new homes. (Cuban, South East Asia and elsewhere) Have them assist in preparing bulletin boards where pictures of the original homelands of the people now living in the community and Michigan.	Curtin, Margaretta, Cubanitos in a New Land: Cuban Children in Miami. Mazon Press (T) "To Be Me: Tony Quon." Anti-Defamation League (S/T) Novotny, Ann, Strangers at the Door. Chatham Press (S/T) Montero, Darrel, Vietnamese Americans: Patterns of Resettlement and Socio-economic Adaptation in the United States. Westview Press (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 12. Students will examine the concept of immigration and will understand how ethnic groups in the United States responded to sociological and/or environmental change. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

K-3 continued

Have students participate in lessons and discussions which help students understand their community/Michigan is inhabited by people who belong to groups which speak different languages, like different types of food, and have customs and ways of worship which are different. Emphasize that being different is acceptable and that even where there are differences there are also similarities.

4-6

Explain the meaning of the word immigration to the students. Use several examples of groups who immigrated to the United States. Then, focus on the immigration of the Chinese to American (California) in the 1800's to find gold. Explain that some of the Chinese wanted to find enough gold so they could go back to China and buy land or start a business, but others wanted to stay in the United States and become Americans.

Then divide the students into two groups. Ask one group to pretend they are Americans living in California. Ask the other group to pretend they are Chinese who have just arrived in America. They do not speak English, they eat their own kind of food, they do not wear the same clothing as the Americans and have their own beliefs.

Have the "American" students run grocery stores, mine for gold, run restaurants, sell papers, run clothing stores.

Have the "Chinese" students try to buy their kind of food and clothes, find out where to mine, try to buy or find information in the newspaper. Since they can not speak English, they must try to mime what they want or speak a language the Americans do not understand.

RESOURCES

Chu, Daniel and Chu, Samuel, Passage to the Golden Gate: A History of the Chinese in America to 1910. Doubleday (S)

Jones, Claire, The Chinese in America. Lerner (S/T)

Sung, Betty Lee, The Chinese in America. MacMillan (S)

Sung, Betty Lee, An Album of Chinese Americans. Franklin Watts (S/T)

"Wong Sinsaang." Visual Communications (S/T)

Dowdell, Dorothy and Dowdell, Joseph, The Chinese Helped Build America. Julian Messner (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 12. Students will examine the concept of immigration and will understand how ethnic groups in the United States responded to sociological and/or environmental change. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued After the role playing situation, ask the students: - What happened? - Could something like that have happened when the Chinese came to America? - What could be done to avoid the difficulties? - What could the Chinese change? - What couldn't they change? - How could the Americans help?	
7-9 Give the students the meaning of the word immigration. Explain that most people in the United States came from or have ancestors who came from other countries. (You might wish to point out that Black Americans who were forced to come to the United States and Native-Americans are not considered to be immigrants). Then, divide the students into groups of 4 or 5 racially mixed when possible; assign them to research immigration data on one of the following groups: Japanese, Chinese, Dutch, Polish, Irish responding to: - The time in which the majority of people from that group came to America. - The reason the people from that group came to America. - The adjustments the people from the group had to make because of differences in dress, language and customs. - The way other Americans reacted to the group. After the students have compiled the information, ask them to share it with the class. Then compare responses, i.e., were all the groups treated the same by other Americans, were their reasons for coming to the United States the same? Ask the students what might happen if all groups kept their own language, dress, and customs? Could they still be Americans? Could they learn a new language and still keep the old? How much should people change when they come to America?	Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T) Ethnic Chronology Series. Oceana Press (S/T) Jones, Maldwyn A., American Immigration. University of Chicago Press (T) Eiseman, Alberta, From Many Lands. Atheneum (S/T) Hutchmacher, Joseph A., A Nation of Newcomers: Ethnic Groups in American History. Dell Publishing Company (S) Novotny, Ann, Strangers at the Door. Chatham Press (S/T) Wheeler, Thomas C., The Immigrant Experience: The Anguish of Becoming American. Dial Press (T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 13. Students will examine and illustrate an appreciation of the value systems of various cultural groups as revealed in their philosophy to enhance, and live in harmony with their environment.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Give the students the following background information on folk tales:

- They have been told for hundreds of years (passed from generation to generation).
- People from many countries have their own special folk tales.
- They might tell about the animals and plants in the country which they are told.
- They might tell about the foods eaten in the country about which they are told.
- They might tell about the beliefs of the people in the country.
- They might tell what the people in the country value.

Select a folktale about a country in Africa to read to the children. You might select: Why The Sky Is Far Away, Who's In Rabbit's House or one of the Spider tales.

After reading the folktale to the students ask them to respond to the following:

- What do you think the country was like when the folktale was told the first time?
- How do you think the people of that country felt about nature?
- What do you think the people in that country believed?
- What do you think was important to the people in that country?

RESOURCES

Aardema, Verna, (ills. by Leo and Diane Dillon), Who's In Rabbit's House. Dial Press (S)

Gerson, Mary Joan, (illus. by Hope Meryman). Why The Sky Is Far Away. Harcourt, Brace, Jovanovich (S)

Arkhurst, Joyce Coopee, (illus. by Jerry Pinkey) The Adventures of Spider. Little, Brown and Company (S)

Berger, Terry, Black Fairy Tales. Atheneum (S)

Arnott, Kathleen, Tales of Temba: Traditional African Stories. Henry Z. Walck (S)

Kaula, Edna M., African Village Folktales. World Publishing Company (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 13. Students will examine and illustrate an appreciation of the value systems of various cultural groups as revealed in their philosophy to enhance, and live in harmony with their environment. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Give the students the following background information on folktales:

- They have been told for hundreds of years (passed from generation to generation).
- People from many countries have their own special folk tales.
- They might be about the animals and plants in the country about which they are told.
- They might tell about the foods eaten in the country about which they are told.
- They tell about the beliefs of the people in the country.
- They tell what the people in the country value.

Then show the film Native American Myths or select several folktales from different Native American nations or tribes and read them to the students.

Ask the students to explain:

- What the folktales tell about the animals, plants and land in each of the cultures. How are the folktales from different cultures similar and different?
- What each culture felt about the land.
- What values each culture had.
- What the folktale might be trying to tell them (lesson).

Then ask the students to write a "why" folktale of their own using plants, animals or objects they are familiar with such as, "Why the Cat Catches Mice", "Why Ants Like Sugar", "Why Cars Rust".

RESOURCES

"Native American Myths". Encyclopedia Britanica films (S/T)

Bierhorst, John, The Red Swan: Myths and Tales of the American Indians. Farrar, Straus and Giroux (T)

"American Indian Legends." Encyclopedia Britannica Educational Corporation (S/T)

Thompsom, Stith, Tales of the North American Indians. Indiana University Press (T)

Marriott, Alice and Rachlin, Carol K., American Indian Mythology. Thomas Y. Crowell (T)

Highwater, Jamake, Anpao: An American Indian Odyssey. Lippincott (S)

Whitney, Alex, Stiff Ears: Animal Folktales of the North American Indian. Henry Z. Walck (S/T)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 13. Students will examine and illustrate an appreciation of the value system of various cultural groups as revealed in their philosophy to enhance, and live in harmony with the environment. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Begin by telling the students of the value the Native American had for the earth. Ask the students to list some reasons Native Americans valued the earth and how they lived in harmony with it. Have them find proof for their statements. One approach might be to ask each student to find a quotation from a Native American leader, past or present, which focuses on the Native American's respect for land. After each student has located a quote, help the class organize them into a choral reading format interspersing the quotes with segments that tie them together. After the piece has been organized, have the students perform it.	Highwater, Jamake, Anpao: An American Indian Odyssey. Lippincott (S) "American Indian Nature Legends." Troll Associates (S)

Objective 14. Students will understand different kinds of families and the responsibilities of individual membership in a family.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have children participate in developing a language experience chart (story) and bulletin board which focuses on various types of families. Lead them away from the traditional idea that a family is "mother, father, brother and sister configuration" to the idea that there are different types of households and the members who live in a particular home will vary. A family is a group of people who mean a lot to each other, do things together and share a lifestyle. Explain that there are many kinds of families in the world. Some families include grandparents, others include aunts and uncles. Some families include a mother and children; others, a father and children or a guardian. In some places many children and many parents live together.	"Six Families in the U.S." (filmstrip series) Encyclopedia Britannica Educational Corporation (S) "Five Children/Five Families" (multimedia packets) Scholastic Magazines, Inc. (S) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Madison, Winifred, Maria Luisa. Lippincott (S) Thomas, Ianthe, Eliza's Daddy. Harcourt Brace and Jovanovich (S/T) Steptoe, John, My Daddy Is A Monster . . . Sometimes. Lippincott (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 14. Students will understand different kinds of families and the responsibilities of individual membership in a family.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3 continued

After the initial lesson help students to visualize the idea of family in a different way by finding and cutting pictures that demonstrate what a family is, i.e.:

- A family is love
- A family is caring
- A family is sharing
- A family is fun
- A family is helping

Put them up on a bulletin board entitled "A Family Is". Then, explain that everyone in a family has certain responsibilities to the family.

Ask the students what are the responsibilities of various members of their immediate families.

Have students draw a picture of or write a poem about one of the responsibilities.

4-6

Show the students the film Israeli Boy, Life on a Kabbutz or obtain information on a kabbutz to share with your class. After the students have received the information through the film or classroom presentation, ask them to compare their lifestyle of a child on a kabbutz by asking them to complete the following chart:

My Family

My home is in _____

My family includes _____

During the week I go to _____

I eat lunch in/at _____

The adults in my family eat lunch in/at _____

In the evening I usually eat dinner in/at _____

"Israeli Boy, Life on a Kabbutz," Encyclopedia Britanica Films (S)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

To Turn a Stone. Ginn and Company. (Pg. 35 - 50, "Two Vipers") (S/T)

Nadel, Max, Teaching the Jewish Experience in America. American Association for Jewish Education (T)

Anti-Defamation League of B'nai B'rith (S/T)

Flender, Harold, The Kids Who Went to Israel. Simon and Schuster (S)

"Genesis 1882: A Family Portrait." Anti-Defamation League (S/T)

"The Voice of Youth." Anti-Defamation League (S)

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 14. Students will understand different kinds of families and the responsibilities of individual membership in a family. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

4-6 continued

My Family (cont.)

I sleep in/at _____

On Saturday my family _____

The adults in my family show they love me by _____

Some of my responsibilities are _____

An Israeli Family

A kabbutz is found in _____

A family on a kabbutz might include _____

During the week Israeli children go to _____

Israeli children eat lunch in/at _____

The adults in an Israeli family eat lunch in/at _____

In the evening Israeli children eat dinner in/at _____

Israeli children sleep in/at _____

On Saturday an Israeli family _____

The adults in an Israeli family show their love by _____

Some of the responsibilities of an Israeli child are _____

GOAL A: STUDENTS WILL HAVE A POSITIVE SELF-IMAGE IN UNDERSTANDING ONE'S OWN CULTURE AND AN APPRECIATION FOR THE CULTURE OF OTHERS

Objective 14. Students will understand different kinds of families and the responsibilities of individual membership in a family. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Make arrangements for students to conduct interviews with older persons in their area. If possible, match the students with older persons who are from a different ethnic background than the students interviewing them. Have the students ask the following kinds of questions: - When were you born? - Where were you born? - In how many different places did you live? - Where? - Who was in your family? - What was family life like? - What kinds of food did you eat? - What kinds of fun things did you do with your family? - What did you do with your friends? - What were your hobbies? Interests? - What would you like to tell me about your childhood? - What were your responsibilities? - How do you think families today are different than yours? After the students have completed the interview, ask them to respond to some of the questions based on their own lives and compare both sets of responses.	

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 1. Students will demonstrate an understanding of the variety of languages that are part of the American society.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

The objective of this activity is to introduce the concept diversity to students. Teacher, a parent or a resource person teaches the group of students the sound of familiar words, names and phrases in different languages. Develop a list of the languages spoken by members of ethnic communities. Use student surnames. Bring in pictures showing ethnic Americans from different cultural groups. For example, Germans, Latinos, Orientals, Blacks, Czechs, Native Americans, Italians, Greeks, Hawaiian and Scandinavians. Assign categories in English such as:

Names - Paul, Mary, Michael, Michelle, Peter, Joseph
Numerals - One . . . . . ten
Fruits - apple, plum, grape, orange, banana
Objects - pen, chair, table, car, bicycle
Greetings - hello, good morning, good evening, so long
Human relationships - teacher, friend, mother, father
Animals - dog, pup, rabbit, cat, turtle

Students look at words paired in English, listen to the speaker and repeat the sounds. Assign language roles to heterogeneous groups of students. Students work in different corners of the same room. Each group has a picture to look at and discuss: How does the picture look? What's in it? What are people doing? What are they wearing? Where the person(s) came from? The more verbally able students help other students in the group to respond in the new language. Students select words from the categories above to write captions, and make up phrases or sentences to print below the picture. Students designate a reporter to talk about their picture to the rest of the class.

RESOURCES

Moffett, James, A Student Centered Language Arts Curriculum, Grades K-13. A Handbook for Teachers. Houghton Mifflin Company (T)

Materials - art paper, caption strips, masking tape, pictures from magazines (S)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

The World Book Dictionary. World Book Child Craft (T)

Dreyfuss, Henry, Symbols Source Book. McGraw-Hill Book Company (T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 1. Students will demonstrate an understanding of the variety of languages that are part of the American society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

This activity teaches students to explore spoken languages that are different from the language they speak and to become acquainted with diversity in American culture. Look at common phrases, terms used in American language - what do the words mean? where did they come from? Find out if students in the class speak another language either at home, through travel, or through conversations with friends. Use the idea of cultural diversity through the many different languages spoken by Americans coming from various cultural backgrounds that make up a large part of society. Generate a list of cultural groups represented in the class and identify some of the languages spoken by ethnic Americans. Ask students how we could find out more about Americans with different cultures and about their own culture through language. Students bring in magazine pictures, photographs, posters of people from their own ethnic backgrounds. Also, bring in recordings of different languages, tape recordings of different voice sounds, ads in regard to foreign languages and dictionaries. Arrange students in heterogeneous groups of 4 to 5. The students look up the origins of common phrases and terms common in American language. Students use pictures and posters to develop their thoughts using different languages. Students express in the language what people are saying, or thinking by observing the visuals and each other.

7-9

Form heterogeneous groups in class and have students participate as themselves in a discussion of the topic "Differences in Language Styles" of Americans from different ethnic backgrounds. Assign students to identify speakers who represent ethnic groups in different occupations. For example, television announcers (news or weather reports, commercials); salespersons; medical doctors, teachers, students.

RESOURCES

Moffett, James. A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Houghton Mifflin Company (T)

Materials - magazines, tapes, tape-recorders, photographs (S)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

Dictionary of Americanisms. University of Chicago Press (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 1. Students will demonstrate an understanding of the variety of languages that are part of the American society. (continued)

	ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	continued	
	Students observe speech, gestures, facial expressions. Students express their point of view about the kinds of miscommunications that occur as a result of language differences when these differences are ignored. Each group designates a scribe and a reporter to take notes and to report the summary to the rest of the class. Students may improvise situations in which individuals are communicating in their native tongue. Small groups discuss the advantages of being familiar with a variety of languages.	Moffett, James. A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Houghton Mifflin Company (T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (S/T) Vanderbilt, Amy, Complete Book of Etiquette. Doubleday (S/T)

Objective 2. Students will become familiar with different ethnic symbols used with mathematical concepts.

	ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3		
	Give the students the following background on Chinese calligraphy: - The Chinese have no alphabet - Each character stands for a word - The characters started out as picture writing over 3,000 years ago - There are over 50,000 characters. Involve the students in some of the following activities: - Make a flash card for the Chinese character that stands for one, placing the Chinese character that stands for one on the front of the card and a picture or sketch of one object on the back. Do the same for the characters that stand for 2-10. Making sure you have two objects on the back for two and so forth. Be sure that the pictures you draw/select represents the Chinese culture.	Lee, Nancy and Oldham, Linda, Hands on Heritage. Hands On Publications (T) Mathemagic. 1978 Childcraft Annual (T) Rekdal, C.K., and Kan, B.S.L., Jing Ho, Hauk Ho. Fortune Cookie Press (T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 2. Students will become familiar with different ethnic symbols used with mathematical concepts. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued - Cut tagboard into ten pieces that are 21 centimeters long and 5 centimeters high. Divide the cards in half with a light pencil mark. Put the Chinese character for one (1) on the left side and a picture or sketch of a Chinese object that represents "how many" one (1) stands for on the other. Do the same for characters 2-10. Then, cut the cards in half using a different style of cut for each card so that when all the cards are cut and mixed the students can match the characters and objects and determine if they are correct by fitting the parts together.	
- Make a coloring book for the students using the Chinese characters for 1-10, the English numerals for 1-10 and an object from the Chinese culture (one character, numeral and illustration per page).	
4-6 Give the students the following background information on the tangram: - An ancient puzzle of seven geometric shapes - Was brought to the U.S. in 1800's - Legend says: "The puzzle began 4,000 years ago when Tan, a Chinese nobleman, dropped a beautiful square tile he was carrying. It broke into seven pieces and in trying to put it together, he discovered many interesting designs." Make copies of a tangram on dittoed paper or tagboard. Distribute them to all students. Have the students cut them out, mix the pieces and see if they can reconstruct the puzzle.	Rekdal, C.K. and Kan, B.S.L., Jing Ho, Hauk Ho. Fortune Cookie Press (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 2. Students will become familiar with different ethnic symbols used with mathematical concepts. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued - Give the students various designs to make using the tangram pieces. Give them only the outline, not the sides of each piece. See if they can fit the tangram pieces into the outline. (Make designs using Chinese objects such as pagoda or Chinese boat). Example: - Ask the students to make their own design outlines, ditto the best for the class to try. - Have the students find the perimeter or area of each of the parts or of the whole tangram. - Have students make/obtain and learn to use abacus/soroban.	
7-9 Give the students background information on the "Su-Puin" (abacus): - Early calculator used by the Chinese - Also used by the Babylonians, Egyptians and Mayan Indians - Is still being used today - Can be used to add, subtract, multiply, divide, find square and cubed roots - Is made of wooden frame and crossbars. Involve the students in the following activities: - Have the students make an abacus out of string, beads and a shoe box. It should include columns for 1's, 10's, 100's and 1,000's. Then give them problems in place value, addition, subtraction, multiplication and division. Students must illustrate the appropriate answer on their abacus. - Give the students an illustration of an abacus showing 1's, 10's, 100's and 1,000's positions; then, ask them to make a sketch of an abacus that would also include tenths, hundredths, thousandths, etc. Give them problems involving decimals.	Mathemagic. 1978 Childcraft Annual (S/T) Rekdal, C.K. and Kan, B.S.L., Jing Ho, Hauk Ho. Fortune Cookie Press (S/T) Kojima, Takashi, The Japanese Abacus: Its Use and Theory. Tuttle (T) Genuine Japanese Abacus. Tuttle (S)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 2. Students will become familiar with different ethnic symbols used with mathematical concepts. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued - Make several problems, each depicting an abacus, and place the "beads" at different positions in the place value columns. Ask students to solve the problems by writing the correct response under each abacus depicted. - Ask students to compare the principles of an abacus with present hand held calculators. Which principles are different? - What principles are similar?	

Objective 3. Students will investigate contributions of different ethnic groups to American society.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Help the students understand why and how their class is a "group." Then help them generate a list of things they can do to make the classroom function better as a group. Ask such questions as: What happens when everyone helps? What happens when one or two individuals don't help? How can we be better at helping each other? What are some rules we can follow to make our classroom relationships better? From this discussion, students should begin to get the idea that different individuals have different things to offer to make a class, or any group, function better when these individual talents are pooled together.	"Minorities Have Made America Great" filmstrip series. Schloat Productions (S/T) Bernardo, Stephanie, The Ethnic Almanac. Dolphin (T) In America Series. Lerner Publications (More than 20 titles including the French, Jews, Pakistani, Irish, Japanese, Dutch, Greeks, Swedes, Blacks, Indian, etc. Authors vary by titles) "Living Together in America" (posters) David Cook (S/T) Martinez, Jimmie, and Watters, Arlene, U.S.: A Cultural Mosaic. Anti-Defamation League (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 3. Students will investigate contributions of different ethnic groups to American society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Then, provide the students with a variety of pictures and photographs of Americans from different ethnic backgrounds, and samples of the contributions they have made to the American society. Discuss these with the students, and lead them to the understanding that the "American society" is a "group", too. By having all these different individuals share their talents, this makes the American society function better. Make a list of the names of the individuals that have been introduced earlier. Prepare dittoed sheets of drawings of their contributions to the American society. Have the students work in small groups to match the names of the ethnic individuals with their contributions. If the students' writing skills are adequately developed, they can write captions for the pictures and drawings.	
4-6 Have the students interview teachers, relatives, community leaders representing ethnic groups in the society. Their objective is to find out what contributions each group has made to the society. Students work in small groups to pool their information and to make a Journal. Teacher distributes dittoed sheets listing American ethnic groups and categories such as science, engineering, arts, medicine, civil rights. Students investigate contributions made by Jack Benny, Fiorello LaGuardia, Dwight D. Eisenhower, Martin Luther King, Jr., Nat King Cole, Leontyne Price, Sam Levinson, John F. Kennedy, Nikki Giovanni, George Ballanchine, Arthur Mitchell, Walter Damrosch to form ideas for criteria to recognize ethnic contributions.	Lillibridge, G.D. and Christensen, Lois E., Images of American Society. Houghton Mifflin Company (T) "Minorities Have Made America Great" filmstrip series. Schloat Productions (S/T) Ethnic Chronology Series. Oceana Press (S/T) Ploski, Harry and Brown, Roscoe, The Negro Almanac. Bellwether Company (S/T) In America Series. Lerner Publications (Includes more than 20 titles of different ethnic groups' contributions to American society) (S/T) Julian Messner's series of publications on different ethnic groups (including Germans, Irish, Jews, Japanese, Chinese, etc. Authors vary by titles.) (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 3. Students will investigate contributions of different ethnic groups to American society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Make a list of "pioneers" from different ethnic groups who have made major contributions to the American society and culture. Make sure a variety of "fields of achievement" are represented. Arrange the students in small heterogeneous groups. Have each of these groups select one of the "pioneers" to study in depth. Each group should find out about its "pioneer" such things as:

- The biography of the person
- What contributions the person has made to American history, life and culture
- What kinds of skills and abilities the individual possessed
- How have the contributions affected the lives of Americans in general
- What connections, if any, are there between the contributions of the "pioneers" and the personal lives of the students?

Have each small group of students share with the entire class the results of its study of its "pioneer." After all groups have reported, ask the class members, as a whole, to work together to make a chart of all the "areas of contributions" represented by the different "pioneers" studied, and the associated traits, abilities, skills they (the students) need to have if they would like to make contributions in these same areas. Then, have the class make large posters or placques honoring the "ethnic pioneers" for their distinguished contributions to American society and culture.

RESOURCES

Julian Messner publication series on American ethnic groups (S/T)

The Lerner Publications' In America Series (S/T)

The Ethnic Chronology Series. (S/T)

Harvard Encyclopedia of American Ethnic Groups. University Press (T)

"Minorities Have Made America Great" filmstrip series. Schloat Productions (S/T)

Americans All. Zenger (S/T)

Lillibridge, G.D. and Christensen, Lois E., Images of American Society. Houghton Mifflin Company (S/T)

Anderson, Mary, Women at Work. Greenwood (S/T)

Pupin, Michael, From Immigrant to Inventor. Arno Press (S/T)

Cather, Willa, O Pioneers! Houghton Miffling Company (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 4. Students will demonstrate an understanding that some needs are "basic" to all humans regardless of their ethnicity and where they live.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Teacher prepares a dittoed sheet showing various types of ethnic homes, dress, foods and the names of cultural groups. Have the students work in pairs, trios, or individually to color the objects they recognize. Each student tells which objects he/she uses. Teacher leads discussion of various people from within their community and state and their various homes, construction materials, foods, and garments they wear. Teacher discusses why these are different among the various people (climate, geography and custom). Students discuss how they have adapted in their society (clothing, styles, holidays, foods). Assign students a particular home, customs, climate from the drawings. Students tell stories about their homes and customs. Students give their ideas about the needs of people who are different and who live in other places.	Pratt, Richard, Houses, History and People. Lippincott (T) "Ethnic Studies: Peoples of America." Educational Design (S/T) "American Ethnic Food Series." Butterick Publishing (S/T) Bowyer, Carol, The Children's Book of Houses and Homes. Usborne/Hayes (S/T)
4-6	
Ask students to read articles in newspapers/magazines and to bring in pictures dealing with people's needs. Examples are: need for family, friends, recognition, employment, acceptance, participation in government. Students choose issues to work with in small groups. Students discuss individual concerns about the needs of people from different ethnic backgrounds. Each group generates a list of topics for discussion by members of different ethnic groups. Teacher leads the discussion of people's needs pointing out what is available in other societies; how different people are treated; how various groups get recognition-the tools they use; and why certain groups have not been allowed to participate on an equal basis in the society. Ask students to write down an individual experience of a need that has been denied and to include their reactions. Students may improvise situations that show concern for common human needs. The class discusses these concerns.	local newspapers; news magazines (S) Ethnic newspapers and magazines (S) National Geographic. National Geographic Society (S/T) "One People." Anti-Defamation League (S/T) "Just Like You." Anti-Defamation League. (S)

GOAL 8: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 4. Students will demonstrate an understanding that some needs are "basic" to all humans regardless of their ethnicity and where they live. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Have students find and study in magazines, newspapers and other reference materials, articles in regard to issues within the local community, state and on the national level which various ethnic and cultural groups have varying points of view and degrees of interest. For example, on the issue of crime and law enforcement, students identify which members of the community are involved, the ethnic groups represented and how class members feel about this particular issue. Students may invite a guest speaker to discuss a point of view on the issue and find out why individuals feel the way they do on the subject. Have students set up a "newspaper operation" with small groups to act as news editors and reporters covering the story. The reporters interview persons in school or in the community. Class members learn the positions of the various ethnic groups and give their own views on the issues. Each group lists common needs and reasons for varying points of view and arranges all needs into categories. Students decide on a priority for ordering needs and make suggestions for meeting basic needs in the society and resolving issues.	Local newspapers News magazines, such as Time, Newsweek, etc. (S) Ethnic magazines and newspapers (S) "Living Together in America." David Cook (S) "One People." Anti-Defamation League (S) "Just Like You." Anti-Defamation League (S)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 5. Students will use the knowledge and skills related to the social sciences to interpret events involving ethnic individuals and groups.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Teacher provides poems and pictures or posters that deal with social situations. For example, a poem "Incident" by Countee Cullen or a picture of a typical ghetto scene involving children which could be an urban playground or children gathered around an ice-cream truck. Seat pupils in a circle around a table and place the poems or pictures within easy view of the students. Ask students to select a poem they would like to read for the class (upper level primary children) or a picture to talk about. Direct students to look carefully at the pictures or to read their poems thoroughly because each person has to tell or share with the class their ideas about their choice. Teacher demonstrates the process by choosing a picture or a poem and discussing what the picture means to him/her based on observations of the clues in the picture or inferences drawn from the words and phrases in the poem. Each students in the group uses the same picture to tell or help write a story. Students identify other pictures that contain stories they would like to talk about.	Moffett, James, A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Houghton Mifflin Company (T) Larrick, Nancy, On City Streets. Bantam Books (T) "Children of the Inner City." Society for Visual Education Bissett, Donald, Songs of the City. (S) Brooks, Gwendolyn, Bronzeville Boys and Girls. Harper and Row (S)
4-6 Ask students to look around their neighborhoods, and make lists of the things they observe, i.e., different people, services available, recreation facilities, governmental agencies, stores, religious places of worship. Also, have them collect magazine pictures and newspaper articles about social issues, situations, events similar to what they noted during their "neighborhood observations." Lead a discussion about the many choices available in society as a result of its wide variety of people, places to go, and things to do. Then divide the class into small groups (ethnically mixed, if possible). Each group will select a picture, article, or observation from among those collected earlier to interpret. Each person within the small group should give his/her opinions of the situations portrayed in the group's picture, article, and/or observation. Have a selected groups	Basic textbook on teaching social studies, such as Michaelis, John U., Social Studies for Children: A Guide to Basic Instruction. Prenctice Hall, for techniques on "decision making" and "problem solving." (T) Newspapers and news magazines (S) "Living Together in America" posters. David Cook (S)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 5. Students will use the knowledge and skills related to the social sciences to interpret events involving ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued recorder keep a record of these interpretations. That person will serve as the group's spokesperson to report back to the entire class. As the small groups share their interpretations with the class, the other students can be encouraged to expand on the interpretations if they "see" other things in the pictures and articles. After all the small groups have presented their items and interpretations, and have received reactions from the rest of the class, have the students return to their original small work groups. The small groups should prepare a composite written report of all the facts and opinions on their respective pictures and/or articles.	Larrick, Nancy, On City Streets. Bantam Books (S) Moorochain, Rose, What Is A City: A Multi-Media Guide to Urban Living. Boston Public Library (S/T)
7-9 Teacher assigns a topic dealing with an event which has social implications for ethnics in the society. For example "Resettling Vietnamese Families in the U.S." Ask each student to read news articles about the topic in the local newspapers or in magazines. Have students find out also what their parents or friends know or think about their topic. Teacher provides the guidelines for reading articles and taking notes. Students individually analyze the articles and reports sorting facts, opinions, and conclusions. Have students work in groups to discuss what they know about the event and what they think about the issue of the resettlement of Vietnamese in the United States. Other students act as observers and note the varying points of view on the subject. Assign roles of different ethnics to students and have each group discuss their position on the subject explaining why they feel that way. Each group generates a list of solutions to help resolve the issues that are of concern to each ethnic group.	Montero, Darrel, Vietnamese Americans. Westview Press (T) Ethnic newspapers and magazines (S) Local newspapers (S) News magazines such as Time, Newsweek, U.S. News & World Report (S) Television news programs, such as "20/20 Magazine" and "60 Minutes" (S/T) "Living Together in America." David Cook (S) Simon, Sidney, et. al., Values Clarification (T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 6. Student will classify major scientific contributions and investigate scientific problems that are related to ethnicity.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
The teacher might have students participate in writing language experience stories and preparing murals and bulletin boards which focus on individuals from various ethnic/cultural groups within their communities who are involved in scientific activities, i.e., waste and water treatment facilities; food inspection and health inspection activities; doctors, dentists and medical technicians work; and, ecology, conservation and natural resource workers.	Ethnic Chronology Series. Oceana Press (T) American Men and Women of Science. R. R. Bowkar Company (T)
4-6	
The student will investigate several ethnic scientists and the effect their work had on society. The teacher will supply names of several distinguished scientists from various ethnic cultures. The students will investigate and produce a report telling about the scientist, researching about the invention and what impact this discovery had on society.	American Men and Women of Science. R. R. Bowkar Company (T) McGraw Hill Modern Men of Science. McGraw-Hill Book Company (T)
7-9	
The students will work in groups and investigate topics related to various cultural groups dealing with genetics, physical traits, blood-types and diseases. The students will investigate scientific problems which are associated with ethnic groups in American society. For example, sickle-cell anemia disease and the sickle-cell traits among Blacks. Have the students investigate the effects of having the sickle-cell trait in different geographical locations such as North America, South America, and Africa. The students note the advantages that exist when possessing the trait in some societies and the disadvantages given different climatic conditions.	Encyclopedias Medical and Health Encyclopedia. H. S. Suttman Company (S/T) International health organizations, such as WHO, UNESCO, UNICEF, etc. (S/T) Medical Associations (S/T) State and local health agencies and disease prevention associations (S/T) U.S. Department of Health and Human Services (T) National Institute of Health (S/T) Kirwood and Childrens Hospital - Detroit (Research on Sickle-Cell Anemia)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 6. Student will classify major scientific contributions and investigate scientific problems that are related to ethnicity. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued Ask students to describe experiences in their own families or someone else's they happen to know about. Other related issues for investigation by the students are genetic counseling; mandatory screening for blood diseases; and blood test requirements by the state for a marriage license. Students may investigate and report also on pigmentation among different peoples and discuss the issue of racial groupings.	

Objective 7. Students will become knowledgeable about and appreciative of the music, art and drama of cultural/ethnic groups other than their own and, in particular, the various domestic groups which make up the American society.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Introduce the concept of the expressive arts to students using demonstrations and visuals. Identify 10 individuals from different ethnic groups who have made contributions to different expressive arts. Be sure to include representative members of different ethnic groups. Also select several types of art forms. Provide the class with photographs, prints or paintings of each individual on your list. Let the students work in pairs, trios, or individually. Allow the students to pretend they are the artists, dancers, sculptors, or even the objects. Let the students invent stories and play the different characters--they may act out an idea without words or tell a story that is real or imagined about the particular piece of art. Students may wear costumes, masks, or do body movements to real or imagined sound. Allow the students to verbalize in small groups what they like about the piece of art or what they didn't like. Teach the students to recognize	Moffett, James, A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Houghton Mifflin Company (T) Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T) Allen, Terry, The Whispering Wind. Doubleday (S) Giovanni, Nikki, Spin a Soft Black Song. Hill and Wang (S) Folkways/Scholastic Records (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 7. Students will become knowledgeable about and appreciative of the music, art and drama of cultural/ethnic groups other than their own and, in particular, the various domestic groups which make up the American society. (continued)

	ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	continued cultural art by associating it with an ethnic group. Prepare a dittoed sheet for the students to practice these identifications by matching the artist's tools with the field of contribution. Draw musical notes for a vocal musician, paints and brushes to be matched with an artist, camera and equipment for photographer. At this level, accentuate domain of learning, rather than the cognitive domain.	
4-6	Have students investigate the symbols in various art forms to show how various groups deal with a common idea. For example, similarities in: African art - masks Indian art - totem poles Ask students to write down sensations they feel about the different art objects. Discuss these with the students. Ask students to bring to class something they have made or grew that means a lot to them. Have students work in groups to discuss the characteristics of their objects and the kinds of memories that are associated with them. Ask students to find a common theme among various ethnic cultural art. Each student might prepare a report on the theses which transcend ethnic/cultural groups and the uniqueness which prevail.	Peters, Joan and Sutcliffe, Anna, Creative Masks for Stage and School. Plays, Inc. (S/T) "The Art of the Totem Pole." Donars Productions (S) Randlett, Samuel, The Art of Origami. Dutton (T) Price, Christine, Dancing Masks of Africa. Charles Scribner's Sons (S)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 7. Students will become knowledgeable about and appreciative of the music, art and drama of cultural/ethnic groups other than their own and, in particular, the various domestic groups which make up the American society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Present poetry selections, excerpts from plays and speeches that express the thoughts and feelings of different ethnic/cultural groups. Students may listen also to song lyrics and musical compositions by different ethnic composers. After readings, dramatizations, and listening to the material, ask the students to respond to a series of questions based on the material presented. For example:

1) What feelings are expressed in the various types of art selections?

2) What specific values are implied in each selection of material?

3) How do the values expressed in song, poetry or other forms of expressive art differ among the various ethnic artists?

4) What common American values are represented in the various forms of art by different ethnics?

5) Do you share similar values as those expressed in the ethnic selections of your cultural group?

Assign students to small groups of 4 to 5 and let them compare their responses to the questions. Students may do a simulation of the artists to explain their own responses. Have the students imagine what the performers were thinking and feeling during the performance in order to explain a particular work to the group.

RESOURCES

Tackaki, Amy, et. al., Roots: An Asian American Reader. UCLA Asian American Studies Center (S/T)

Adoff, Arnold, Celebrations: A New Anthology of Black American Poetry. Follett (S)

Allen, T.D., Arrows Four: Prose and Poetry by Young American Indians. Washington Square Press (S)

Miller, Wayne, A Gathering of Ghetto Writers. American University Press (S/T)

Figueroa, John, Caribbean Voices, Vol. I. Robert B. Luce Company (S)

Rousseliere, Guy, M., Beyond the High Hills: A Book of Eskimo Poems. World Publishing (S)

Brandon, William, The Magic World: American Indian Songs and Poems. William Morrow & Company (S/T)

Faderman, Lillian and Bradshaw, Barbara, American Ethnic Writing: Speaking for Ourselves. Scott, Foresman and Company (T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 10. Students will predict occupational life roles given sample situations of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Teachers might design and implement lessons wherein students will examine the following occupations (see chart below) and match ethnic/cultural groups with the jobs that historically those groups were likely to be associated with. After the students have completed the chart, the teacher might lead the class in discussions in regard to reasons why many ethnic/cultural groups were placed more in one job area rather than another, what changes are and ought to be occurring, some of the problems and difficulties in bringing about changes and ways for facilitating the changes.

The lesson is one which would extend over several periods of study, the teacher should involve students in inquiry-based activities, terms such as stereotype, prejudice and ethnocentrism are a part of the study and primary occupations within the community, state and, where appropriate, the United States are included in the chart.

	Puerto Rican	Jew	Handicapped person	Male	Female	American Native	Hispanic American	Black	Asian	Arab	Caucasian
1. Banker											
2. Construction Worker											
3. Teacher											
4. Attorney											
5. Migrant Worker											
6. Minister											
7. Social Worker											
8. Computer Programmer											
9. Doctor											
10. Garbage Collector											
11. Nurse											
12. Fireman											
13. Policeman											
14. Custodian											
15. Electrician											
16. Contractor											
17. Plumber											
18. Insurance Salesman											
19. Architect											

RESOURCES

"People at Work." Educational Images (S)

"Working in the World." Clearvue (S)

Paradis, Adrian K., Americans at Work. David McKay Company (S/T)

Ethnic Chronology Series. Oceana Press (S/T)

Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S/T)

Occupational Outlook. U.S. Department of Labor, Bureau of Labor Statistics (T)

Career Opportunities (a series) J.G. Ferguson Publishing Company (S/T)

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Objective 8. Students will investigate ethnic foods and their nutritional value, reasons for variations among ethnic/cultural groups in regard to food preferences and learn to accept and respect those whose customs in terms of food are different.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Plan a trip for the students to visit an ethnic food store or a farmers' market. Ask the students to identify food they have eaten before. Have the students draw picture and label the food they remember from their visit. Ask students to name the dishes that are prepared most often at home. Also discuss the foods they enjoy eating when they go out. Bring in magazine pictures of ethnic dishes and the recipes. Prepare a large poster showing major foods and a color chart to show the nutrition in each type of food. Students make labels for the ethnic categories and with the help of the teacher assign foods to particular groups. Ask students to make up menus for various occasions such as a class picnic, birthday party or a food fair. Teacher leads discussion of the varieties of foods enjoyed by Americans and the nutritional value of the various ethnic dishes.	"Nutrition." Filmstrip House (S) "Adventures of Supernut." Knowledge Aid (S) Foods of the World Cookbooks (a series including U.S. and international recipes). Time-Life Books (S/T) Magazines which have colorful pictures of foods
4-6 Find out from the students if they ever attended an ethnic food fair or an international bazaar where there were a variety of dishes from all over the world and various cultural/ethnic groups within the communities, Michigan and the United States. Ask the students to name some foods that are considered ethnic foods, and why they are viewed as ethnic? Ask students to name three foods they enjoy best. Assign students to different ethnic groups and have them find out about the cultural dishes associated with the group, how the foods are prepared and for what occasions and customs. Students work in pairs to discuss what they have found out about cultural foods and their customs. Invite a resource person to discuss good nutrition with the class. Assign readings on the major food groups and have the students classify ethnic foods according to major food categories. Assign groups of 5 to plan menus for one-week for the school cafeteria that would reflect the ethnic variety of the school population, Michigan and the United States. Introduce students to different dishes.	Lubell, Winnifred and Lubell, Cecil, Street Markets Around the World. Parents' Magazine (S) Foods of the World Cookbooks. (a series including U.S. and international recipes). Time-Life Books (S/T) "Enough Food for Everyone" filmstrip series. Social Studies School Services (S)

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Objective 8. Students will investigate ethnic foods and their nutritional value, reasons for variations among ethnic/cultural groups in regard to food preferences and learn to accept and respect those whose customs in terms of food are different. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Divide the class into the four major food categories and have students investigate how people around the world satisfy their need for food and prepare various dishes. Students work in pairs to explore cultural foods. Students find out typical foods eaten in the culture, the customs, and the influence of climate on the diets of different ethnic and cultural groups. For example: Arabs: Meats - lamb, chicken, goats - no pork (religious custom) - little beef (climate, land cannot support cattle) The students find recipes for ethnic dishes. Students plan a series of ethnic dinners following nutrition guidelines for their class.	"Ethnic Foods" from the "Ethnic Studies: Peoples of America" filmstrip series. Educational Design (S) Kimball, Yeffe and Anderson, Jean, The Art of Indian Cooking. Doubleday (S/T) Foods of the World Cookbooks. (a series including U.S. and international recipes). Time-Life Books (S/T) "Food as a Force in History." Multi-Media Productions (S/T) Ethnic Chronology Series. Oceana Press (S/T)

Objective 9. Students will identify problems of ethnic stereotyping and ethnocentrism within the United States and be able to apply logical, critical and creative thinking skills to understand and resolve issues related to these terms.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Have students draw or select from a set of pictures (be sure to include a variety of pictures for each group) persons who fit into the following groups: Blacks Hispanics Arabics Aged Asian-Americans Native-Americans Polish American Handicapped People	"I Wonder Why." Anti-Defamation League (S/T) "Picture in Your Mind." Anti-Dramation League (S/T) Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T) Tiedt, Pamela L., and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 9. Students will identify problems of ethnic stereotyping and ethnocentrism within the United States and be able to apply logical, critical and creative thinking skills to understand and resolve issues related to these terms. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Teacher leads a discussion which includes divergent types of questioning such as: - Can we always draw accurate pictures of people we think we know? - Do the people who belong to a particular group all look the same? - Are there characteristics about all people, regardless of their ethnic/cultural group which are similar? - Will those who belong to the same group act the same? Dress the same? Like the same things? - What are some ways that people who belong to the same group differ? - Are the customs and ways of thinking of those who belong to a particular group necessarily better than the customs and ways of thinking of those who belong to other groups? The teacher might also develop lessons on similarities and differences focusing on plants, pets, and families.	Asian American People and Places. Visual Communications (S) "Living Together in America." David Cook (S/T) Council on Interracial Books for Children Bulletin (S/T)
4-6 Assign students to watch a television show that has different ethnic groups represented in the cast. Ask students to describe the role of each of the characters and how it matches their own experiences with individuals. Teacher discusses the notion of stereotypes and ethnocentrism with examples of positive stereotypes and negative stereotypes. Students supply other examples of a stereotype. Students play a game called "Disjunctive Categories." The idea is to have the players make up categories of items that require either one or another of something but not both. For example--black hair or black shoe; or red socks or red combs. Students learn to distinguish between negative and positive instances of a category. After the game, students form discussion groups to talk about their own interests, beliefs and what they have learned about stereotyping.	Television programs; movies Moffett, James, A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. Houghton Mifflin Company (T) The Asian Image in the U.S.: Stereotypes and Realities. Asian Americans for Fair Media (S/T) "You've Got to be Taught to Hate." Anti-Defamation League (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 9. Students will identify problems of ethnic stereotyping and ethnocentrism within the United States and be able to apply logical, critical and creative thinking skills to understand and resolve issues related to these terms. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Other simulation activities which might be used are: - Ba Fa Ba Fa - Star Power Other terms which could be included in lessons related to stereotypes are: - prejudice - bias	
7-9 Have students investigate how a movie, a play or a television show has created a negative image of an ethnic group by its portrayal of a negative stereotype. Students work in small groups to discuss the strategies used as well as the roles played that create negative images of ethnic Americans. Students discuss their feelings about the effect of a stereotypical image on their lives. Students discuss various phrases and words that are commonly associated with Americans from different ethnic backgrounds. Students find out the origins of negative stereotypes and discuss the danger of forming stereotypical images of members in the society.	Bogle, Donald, Toms, Coons, Mulattoes, Mammies and Bucks. Bantam Books (S/T) Minorities and Media. Foundation for Change (S) "Black History: Lost, Stolen or Strayed." Anti-Defamation League (S/T) "Eye of the Storm." Anti-Defamation League (S/T) "I Wonder Why." Anti-Defamation League (S) Martinez, Thomas M., "Advertising and Racism: The Case of the Mexican American." Voices, 1971. Quinto Sol Publication pp. 48-58 (S/T) The Asian Image in the U.S.: Stereotypes and Realities. Asian Americans for Fair Media (S/T)

Objective 10. Students will predict occupational life roles given sample situations of different ethnic individuals and groups.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Each student will select two people they admire and illustrate their professions by cutting up magazine pictures to make a chart for display. On a designated day, the children will "show and tell" their professions. The teacher will invite ethnic professionals to class from the community to discuss their jobs.	Bernardo, Stephanie, The Ethnic Almanac. Dolphin (T) "Parents Work." Imperial Educational Resources (S) Magazines about careers

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 10. Students will predict occupational life roles given sample situations of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 The students will examine the occupational history and struggles of an ethnic/cultural group of their choice. The students will prepare a written report which will include answers to the following questions. 1. What was the conflict the ethnic group had to face in this country? 2. What effect did that struggle have on jobs being available to the minority groups? 3. What types of jobs historically were open to minority groups? 4. Are there more job opportunities open to minorities now than in the past? If so, what are they? 5. How does the status of the economy influence the types of jobs available to minorities? A part of the students report should focus on understanding terms such as stereotype, ethnocentrism, prejudice and minority groups.	Gold, Milton, J., Grant, Carl A., and Rivlin, Harry N. In Praise of Diversity. Teacher Corps (T) Ethnic Chronology Series. Oceana Press (S) Bureau of Labor Statistics (S/T) Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S/T) The In America Series on ethnic groups, produced by Lerner Publications (S/T) Career Opportunities Series. J. G. Ferguson Publishing Company (S/T)

Objective 11. Students will recognize that certain value systems, personality traits, and behavioral patterns are more compatible with success in certain vocational areas than in others.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Students will be shown sets of pictures such as "Women in Nontraditional Roles Photographs." Set I - Community Helpers. Set II - Professional Women. Students will be shown pictures which depict minorities, as well as majority persons, in the professional and occupational vocations. Students will utilize multiethnic job puzzles (a multiethnic series of eight puzzles concerned with various vocations or job categories). Students will be asked, "If you could have any job, what kind of job would you like? Give at least three reasons.	Bryson, Nikki, Staake, Bob, Someday You Might Be. Touch & See Educational Resources (S/T) Asian American Bilingual Center, Asian American Study Prints. Visual Communications published and distributed by NDC-LA California State University, Los Angeles (S/T) Study Prints, Women in Non-Traditional Roles Photographs. Set I - Community Helpers. Set II - Professionals. Feminist Resources for Equal Education (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 11. Students will recognize that certain value systems, personality traits, and behavioral patterns are more compatible with success in certain vocational areas than in others. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued (Goodson found that most of the third through eighth graders she interviewed gave money as the reason for work, with very few mentioning personal satisfaction.) Students should discuss the personality traits and behavioral patterns which are compatible with the vocations which they have mentioned. (Literature on children's own occupational aspirations indicates young Black children do not constrict their aspirations, suggesting that the limited occupational attainment of Blacks in this culture is caused by factors other than their early personal acceptance of limited occupational roles.	Puzzles, Multiethnic Job Puzzles, (a series of eight puzzles concerned with various vocations or job categories) 00010602002 From Multicultural Activity Book, U.S. Government Independent Schools (S/T) Diamond, Esther, Issues of Sex Bias and Fairness in Career Interest Measurement. Department of Health, Education and Welfare, National Institute of Education, Career Education Program (S/T) Brady, Marion, Brady, Howard, Values Idea and Action in World Cultures. Prentice Hall (S/T)
4-6 Show photographs of people at work at several different occupations familiar to the students. (Be sure to include both minority and majority persons in the pictures.) Give instructions to the students to study the photographs to answer these questions. 1. What skills must be learned to do each job shown? 2. What attitudes and ways of action must be learned? Suggest that students interview people who work at these kinds of jobs to get a better idea of what is expected of them. Pictures may include: a. woman assembling small parts at a factory b. woman manicurist c. man mechanic d. woman garment worker e. woman dentist f. man working in a large office g. man working at pottery factory	

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 11. Students will recognize that certain value systems, personality traits, and behavioral patterns are more compatible with success in certain vocational areas than in others. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Provide students with a duplicated handout of true and false statements about the relationship between occupational choice and value systems. (Example of statements.)

1. American family social rank is generally correlated with the occupation and wealth of the head of the house.
2. As technology advances and societies produce greater surplus, more people are free from subsistance work to engage in specialized labor.
3. The American society is considered an example of an open class society.
4. Occupations may be acquired in the American society by hereditary occupation.
5. Occupations may be acquired in the American society by achieved occupational skills.
6. Occupations may be acquired in the American society through education.
7. Economists divide the economy into three separate parts or sectors:
   a) the sector that deals with natural resources (mining, fishing, agricultural)
   b) the sector that includes the processing of materials and the manufacture of goods, such as steel mills, automobile manufacturing
   c) services (health, education, leisure, financial)
8. Organization of work depends on the tools available and the type of work to be done.
9. Division of labor by sex is a universal economic characteristic.
10. In an industrialized society this division is more pronounced.
11. Age is also a universal basis for division of labor.
12. In many societies children help with adult tasks, much more than they do in American society.

Utilize the responses given by students as a basis for discussion leading to a clearer understanding of how American value systems affect occupations also to discuss the issues of sex bias and sex fairness in occupational options.

RESOURCES

Leifer, Aimee Dorr, Lesser, Gerald S., The Development of Career Awareness in Young Children NIE Papers in Education and Work No. 1. The National Institute of Education (T)

Brady, Marion, Brady, Howard, Technology Idea and Action in World Cultures. Prenctice Hall

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 12. Students will discover how knowledge of other cultural and ethnic groups can change their own perceptions, attitudes and values towards those belonging to cultures different from their own and help them acquire a positive attitude toward school and learning.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Teachers might plan and implement a series of lessons which will enable students to interact with others who belong to cultures different from their own. Have each student select another person belonging to a cultural/ethnic group other than his/her own within the class or school with whom he/she might exchange pictures, art work, poems, stories, letters and such. Help students prepare invitations to "Be My Pen Pal". Have invitations delivered and an acceptance returned. Once everyone in class is paired with a pen-pal have the class, as a whole, make a common list of things they would like to learn from and share with their pen-pals. Then, plan a time in each school week for (1) the pen-pals to exchange information about the items on the list, one item at a time (Thus, if there are five items on the "Sharing List," this activity would span a five-week period of time, since a single item would be explored each week); and (2) another time for the pen-pals to share what they have learned from/about each other with the rest of the class. After each "sharing time" ask the students to discuss how they are different after "pen-paling" than they were before these relationships began. Explain to the students that these "differences mean that "learning is occuring," and that they are discovering new ways of better understanding themselves and others.

The activity can be modified so that the class as a whole is involved in interaction with other classes rather than students on an individual basis. In some instances, exchanges might be made of class developed stories about themselves, tape-recordings, video taped reports, and class work from mathematics or art. Arrangements might also be made for exchange class visits between small groups of individuals from each class or the entire class.

Those classes, schools and communities where there is little if any ethnic/cultural diversity will, hopefully, look for ways to provide for the obvious deficiency in experiences such as described here.

RESOURCES

Keating, Charlotte M., Building Bridges of Understanding Between Cultures. Palo Verde (T)

Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T)

Bond, Gladys B., Little Stories. Anti-Defamation League (S/T)

"Just Like You." Anti-Defamation League (S/T)

Noar, Gertrude, Living With Difference. Anti-Defamation League (T)

"Different Faces." Anti-Defamation League (S/T)

Berger, Terry, I Have Feelings. Behavioral Publications (S)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 12. Students will discover how knowledge of other cultural and ethnic groups can change their own perceptions, attitudes and values towards those belonging to cultures different from their own and help them acquire a positive attitude toward school and learning. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Have the students in class invite residents of a Senior Citizens' home or a Senior Citizens' Club to become their "pen-pals." Acquire a list of senior citizens that has the same number of names as the number of students in class. Have the students randomly select a name from the list of senior citizens as a potential pen-pal. Then, have each student write a letter, or send an audio or video tape recording inviting the senior citizen to be his or her pen-pal. When all students have received acceptances of their invitations and are successfully paired with a senior citizen pen-pal, have the class decide what kinds of information they would like to share with and obtain from their pen-pals. For example, one of the first items of exchange might be "autobiographical sketches introducing me to my pen-pal." Other possible items might be: My interests, My favorite places; People and things; Things I dislike; Major events in my life; What I do in my leisure time; and My "work." Encourage the students to use imaginative and creative ways to send information to their pen-pals. For example, they might send their messages in the form of illustrated poetry and prose, pictographs, audio and video tapes and diaries. Also, only one type of information sharing should occur in each exchange.

Set aside some time in the class schedule for students to "correspond" with their pen-pals, and another time after they have received responses from the senior citizens to "share" what they received in return. After each "sharing time" ask the students to discuss similarities and differences among what the senior citizens tell them, and how their own attitudes and values on similar items are alike or different from the senior citizens. Also, have them speculate about the reasons for these generational differences. Before these pen-pal relationships terminate, arrange at least one exchange visit (more if possible) between the students and the senior citizens. That is, have the students go to the senior citizens' residence or club, and have the senior citizens come to the class. For

RESOURCES

Noar, Gertrude, Living With Difference. Anti-Defamation League (S/T)

"The Story of Ester." Anti-Defamation League (S/T)

"Friends of Many Cultures." Encyclopedia Britannica Educational Corporation (S/T)

"Accent on Ethnic America." Multi-Media Productions (S/T)

"Our Multiethnic Heritage." Educational Activities (S/T)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

Keating, Charlotte M., Building Bridges of Understanding Between Cultures. Palo Verde (T)

Reid, Virginia, Reading Ladders for Human Relations. NCTE (T)

Welton, David A. and Mallan, John T., Children and Their World. Rand McNally

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 12. Students will discover how knowledge of other cultural and ethnic groups can change their own perceptions, attitudes and values towards those belonging to cultures different from their own and help them acquire a positive attitude toward school and learning. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

4-6 continued

their visit, have the students, as a class, prepare a dramatization about their "lives and times as youngsters" (they might do some role-playing, impressions, skits, dances or songs of the things important in their lives). This might stimulate the senior citizens to "return the favor" on their visit to the classroom.

7-9

Have the class, as a whole, identify a school and class in another section of the city, state, or country that is very different from itself, and establish a "pen-pal relationship" with that class. For example, an 8th grade social studies class in an all-Black, urban school would select an 8th grade social studies class in an all-White suburban or urban school, or classes in schools where there is a large enrollment of hispanics, arabic or rural students. Once the pen-pal relationship is agreed upon, have the students plan (1) what kinds of information to exchange (encourage them to exchange information that is ethnically- and age-pertinent) and (2) the forms the "sharing" will take (one item of early exchange should be a "class album" so the pen-pals can get to know each other early in the relationship. Other items might include: top ten records in the school, latest social dances, favorite movies and TV programs, favorite recreational pastime, a newspaper-like column on "the latest happenings in our school and community", helpful hints for making an easy adjustment to our school should you make a visit, and a dictionary of popular words and phrases) and (3) how frequently the exchanges should occur. Periodically, plan some time for the students to talk about what they are learning about themselves and their pen-pals from this experience, and other generalized "discoveries" they are making about cultural differences and similarities through their pen-pal exchanges.

Keating, Charlotte M., Building Bridges of Understanding Between Cultures. Palo Verde (T)

Reid, Virginia, Reading Ladders for Human Relations. NCTE (T)

Crayder, Teresa, Cathy and Lisette. Doubleday Signet Books (S)

Stottlemeier, Harry, Lisa. Anti-Defamation League (S)

"Walk in My Shoes." Anti-Defamation League (S/T)

Noar, Gertrude, Living With Difference. Anti-Defamation League (S)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 13. Students will identify problems ethnic/cultural groups may encounter in adapting to new physical and social environments and accept the need to appreciate, maintain, protect and improve the environment.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Explain to students that they are going on a "pretend trip to a far away place." If the activity is used during a comparatively warm time of the year, choose a time and place for the trip when and where the weather would be cold; if it is used in the winter, choose a time and place where the weather would be warm. Ask them to "pack their suitcases by drawing and/or collecting pictures of essential items they should take with them. Use language experience chart development activity to make a list of items the group has agreed is needed.	Boston, Lucy, The Children of Green Knowe. Harcourt, Brace and Jovanovich (S/T)
	"Regions in the U.S." filmstrip series. Encyclopedia Britannica Educational Corporation (T)
	Keating, Charlotte M., Building Bridges of Understanding Between Cultures. Palo Verde (T)
	Tiedt, Pamela L., and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)
Conduct a follow-up geography lesson with the group using various reference materials (print, films, filmstrips and resource people) to prepare a bulletin board or language experience chart which focuses on the weather, recreational activities, types of transportation for traveling and such. Review the earlier decisions in regard to what was packed. Consider with students: (1) what changes, if any, need to be made as a result of what they now know about the place to be visited and (2) have children share with classmates their experiences when they went on vacations or traveled in regard to inconveniences in adjusting to new locations.	
4-6	
Have students collect newspaper and magazine articles about recent refugees (Vietnamese, Laotians, Cubans, Haitians, etc.) coming to the U.S., and/or people from other nations coming to the U.S. to study. Divide the class into as many small groups as their are ethnic groups identified for study. Have each student group choose an ethnic group to study, and collect the necessary information about its adjustment problems to the American environment. After all information is collected ask each group to share with the entire class the following things about the ethnic groups it studied:	News magazines like Time, Newsweek, U.S. News & World Report (S/T)
	Buttinger, Joseph, A Dragon Defiant. Praeger Publications (S/T)
	"Minorities in America" series. Social Science School Service (S/T)
	Huthmacher, J. Joseph, A Nation of Newcomers. Dell Publications (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 13. Students will identify problems ethnic/cultural groups may encounter in adapting to new physical and social environments and accept the need to appreciate, maintain, protect and improve the environment. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6 continued

- What was the physical environment like in the native homes of the immigrants?
- Why did the group come to the United States?
- What kinds of initial adjustment problems did they have (e.g., language, different foods, unfamiliar with transportation, locating places and things, clothing not suitable for the climate, illnesses and adjusting to city, rural or suburban living).
- Where, in the United States, has this group settled? Are these the most suitable places for them to live given the environmental backgrounds of their native countries? If not, what would be a better place for the group to live within the United States? Provide reasons for your choice.

After this discussion, have the students assume that they are members of a specific ethnic group planning to immigrate to the United States. Their task, then, is to develop a list of "Helpful Hints for Adjusting to Living in the United States." These suggestions should be based on what the students now know about the physical environments of the immigrants' native countries, and the various physical environments in the United States.

This activity should help students begin to understand the issue of "compatability or imcompatibility between ethnic/cultural peoples and physical environments " as a result of migrations. Also, how this match or mismatch can affect both human lives and environmental conditions.

RESOURCES

Curtin, Margaretta, Cubanitos in a New Land: Cuban Children in Miami. Mazon Press (S)

Buaken, Manuel, I Have Lived with the American People. Caxton Printers (T)

Lifton, Betty Jean and Fox, Thomas, Children of Vietnam. Atheneum (S/T)

Williams, Maslyn, Land in Between: The Cambodian Dilemma. William Morrow and Company (S/T)

Lebar, Frank and Suddar, Adrienne, Laos: Its People, Its, Society, Its Culture. Human Relations Area File Press (S/T)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 13. Students will identify problems ethnic/cultural groups may encounter in adapting to new physical and social environments and accept the need to appreciate, maintain, protect and improve the environment. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Have the students compare and contrast the problems different immigrants coming to the United States at different time had adjusting to the physical environment of the country. Explain to the class that the time of immigration was a critical factor in determining what kinds of adjustments to what kinds of environments were demanded of the immigrants. Identify "Eras of Immigration" to be studied to determine what adjustment problems were most pressing, and how the different immigrants successfully coped with them. The "Eras" might include immigration in the 17th century, in the 18th century, in the 19th century, in the first two decades of the 20th century, in the last 10-15 years. Divide the class into small groups. Have each student group choose one of the above "Eras of Immigration" to study. Encourage the students to include in their study some information about what the environment was like in the native countries of the immigrants; why the immigrants came to America; whether or not the places where the immigrants settled in America were the best choices; what kinds of obstacles the immigrants had to overcome, and how did they accomplish this. After their study and search for information is completed, ask the students to prepare "illustrated reports of their findings, and to share these reports with the rest of the class. After all groups have shared, ask the class to discuss how "differences in time of immigration and adjustment problems of immigrants to the environments of the United States are closely related."

RESOURCES

Novotny, Ann, Strangers at the Door. Chatham Press (S)

Holland, Ruth, The Oriental Immigrants in America. Grosset and Dunlap (S)

Ethnic Chronology Series. Oceana Press (S/T)

Cooke, David D., Vietnam: The Country, The People. Norton (S/T)

"Minorities in America" filmstrip series. Social Studies School Services (S/T)

"Regions of the U.S." filmstrip series. Encyclopedia Britannica Educational Corporation (S/T)

Ethnic Groups Who Helped Build America cassette tape series. Media Materials (S)

Morrison, Joan and Zabusky, Charlotte F., American Mosaic: The Immigrant Experience in the Words of Those Who Lived It. Dutton (S/T)

Asimov, Issac, The Golden Door. Houghton Mifflin (S/T)

Hoff, Rhoda, American Immigrants: Adventures in Eyewitness History. Henry Z. Walck (S/T)

Turner, Mary, We, Too, Belong. Dell Publications (S/T)

Huthmacher, J. Joseph, A Nation of Newcomers. Dell Publications

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 14. Students will: 1) examine various ethnic/cultural life-styles, 2) acquire an understanding and appreciation for similarities and differences in types of families in the United States, and 3) understand the important functions of the family in our country.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students role play different situations that are part of the adult real world. For example: an adult chatting over the telephone; an adult walking pet dogs; a shoe salesperson making a sale; or a cashier in a supermarket. Students play these roles in their small groups. Students may create a conversation between two objects or themselves and objects that imitate life in the adult world. Teacher leads a discussion of types of families based on the wage earner(s) in the home; rules governing the home such as--meals, watching television, going to bed, playing with toys, playing with friends, and inviting friends home. Teachers might also have students role play different life styles, then help list acceptable behaviors for each and compare acceptable behaviors at home, in school and on the playground.	"Six Families in the U.S." Encyclopeadia Britannica Educational Corporation (S/T) "Mothers & Daughters, Fathers & Sons." Sunburst Communications (S) "Families." Troll Associates (S)
4-6	
Discuss with students the different family lifestyles present in the United States such as single parents and two working parents. Have students discuss household duties and responsibilities of individuals in each type of home. Students identify the advantages and the difficulties of the various lifestyles. Students work in small groups to find out how people from different cultural backgrounds and who live in different neighborhoods manage their homes. For example, who makes the rules about staying up at night or watching television or going to a movie for children? who does the grocery shopping or takes the children to the doctor? Students suggest ways that children can help their parents get through difficult times at home. Students discuss what they enjoy best about their own way of life.	Mathis, Sharon B., The Hundred Penny Box. Viking Press (S) "Families." Troll Associates (S) "Life in the Single-Parent Family." Sunburst Communications (S) Weiner, Sandra, Small Hands, Big Hands: Profiles of Chicano Migrant Workers and Their Families. Pantheon Books (S/T) "Family: A Cross-Cultural Study." Educational Design (S)

GOAL B: STUDENTS WILL HAVE A CLEAR UNDERSTANDING OF ONE'S OWN VALUE SYSTEMS, CULTURES, CUSTOMS AND HISTORIES AS WELL AS THOSE OF OTHERS DIFFERENT FROM ONESELF

Objective 14. Students will: 1) examine various ethnic/cultural life-styles, 2) acquire an understanding and appreciation for similarities and differences in types of families in the United States, and 3) understand the important functions of the family in our country. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Plan with students and their parents to have students pair up to spend one or two nights with one another in a different neighborhood and with a family from a different cultural/ethnic background. Have students discuss what it would be like to invite someone who was "different" to their home to visit. Have each students write an essay on his/her experience, real or imagined, after having spent 1-2 nights with a family of a different ethnic, social, cultural and/or national origin background.	"Family: A Cross-Cultural Study. Educational Design (S) Synder, Zilpha K., The Witches of Worm. Atheneum (S) "Living Together in America." David Cook (S)

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GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 1. Students will be able to identify and pronounce some words and phrases that are derived from languages primarily spoken by cultural/ethnic groups other than their own (in particular, a language other than English).

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Teach students the words and/or action games and songs that have both foreign and English versions, such as: Feres Jacques (Brother John); Kum Baya (Come By Here); Senor Don Gato (Mr. Cat).	Lullaby of Many Lands (S/T) Serwadda, Moses W., Songs and Stories from Uganda. Thomas Y. Crowell (S) Shepard, Mary and Shepard, Ray, Vegetable Soup Activities. Citation Press (S)
4-6	
Divide the class into small work groups. Each group will compile a list of words from languages other than English that have become a part of the English language. The origin of the words, the meanings and illustrations will be included. A master dictionary will be the final result; it can be placed in the library.	Chase, Josephine and Parth, Linda, Multicultural Spoken Here. Goodyear (S) Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League. (S)
7-9	
Assign students the task of compiling words of foreign/ethnic derivations, such as: rodeo, typhoon, tsunami, vitamin and etymology. Words used at home, in the community, in the media and from books may be included. The culuminating activity will be a game with a quiz show format. The contestants are given the meaning of words and they are to supply the foreign/ethnic terms	Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (S/T) Hook, J. N., The Story of American English. Harcourt, Brace and Jovanovich (S/T) The World Book Dictionary. World Book Child Craft (S)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 2. Students will learn to count in a second language, understand that the language we use includes words from a variety of other languages and learn to respect those who speak languages other than one particular language, i.e., English or Spanish.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
As the students enter the classroom, begin speaking to them in a language other than English. (If you do not know one, invent one.) Give the students directions in that language. If they do not understand you, appear to be angry. After allowing for a few minutes of confusion, begin to speak English to the students. Then ask them: - How they felt when they could not understand you - How they think children who do not speak or understand English feel in a classroom where English is spoken - What kinds of things might be done to help children who do not speak or understand English - What kind of things they could learn from children who speak a language other than their own. Explain that there are many languages spoken in our country and the world and that when people come from a different country they speak the language of that country. Ask students to name some different languages that might be spoken. List them on the board. Then, ask the students to select one of the languages they listed and learn to count to ten (10) in that language. Students may not select the language of their ethnic group unless they can not speak that language.	Mathemagic, The 1978 Childcraft Annual (pronunciation and writing of various groups cited). (T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)
4-6	
Give the students the names of the following languages: Spanish, Swahili, Polish, Chinese and French. Have them develop a list of questions that they can individually, in small groups or as an entire class, answer in the form of written or oral reports. Questions such as: - Where is the language spoken? (Students may give the country in which the language originated as well as other countries where the language is spoken. Example: French - France and many areas in the Province of Quebec, Canada.)	Mathemagic, The 1978 Childcraft Annual (pronunciation and writing of various groups cited) (T) National Geographic Picture Atlas of Our World, 1979. (S/T) Encyclopedias

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 2. Students will learn to count in a second language, understand that the language we use includes words from a variety of other languages and learn to respect those who speak languages other than one particular language, i.e., English or Spanish (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

4-6 continued

- What distance (in kilometers) are the countries in which the given languages are spoken from the United States. (Either New York, New York or Los Angeles, California may be used as a reference point.)
- What is the population of each of the countries? How much larger or smaller is the given population of each than the United States?

Have the students select one of the languages listed above and learn to count to ten (10) and write to ten (10) in that language.

7-9

Ask the students to select one country from each of the following continents: North America, South America, Central America, Africa, Asia, Europe. Then ask them to develop the following charts illustrating the information requested:

Chart	Information Illustrated
Vertical Bar	Compare the size of each country selected
Line	Show the highest and lowest average temperature of each country or continent in which the country is located
Picture	Illustrate the amount of natural gas or oil available in each country
Circle	Illustrate the percentage of world's population each country encompasses

Then, ask the students to select one of the countries they gathered information on and learn to count to ten (10) in that language.

Also, ask the students to develop at least five (5) story problems incorporating information they gathered. Collect the story problems and distribute them to other members of the class to work out. Ask the student who developed the story problem to correct them when they are completed.

Mathemagic, The 1978 Childcraft Annual (pronunciation and writing of various groups cited) (T)

National Geographic Picture Atlas of Our World, 1979 (S/T)

National Geographic World. National Geographic Society (S/T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 3. Students will acquire knowledge about the similarities and differences in attitudes and values which various cultural/ethnic groups in the United States hold and an acceptance of individual and cultural differences as assets rather than liabilities.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students assist in preparing a bulletin board which includes pictures of items in regard to the basic necessities of life i.e., food, shelter and clothing. Include pictures of food and such which is distinctly different in terms of ethnic/cultural groups. Discuss with students how culture affects each of the basic necessities. On the topic of food, the discussion can center around the dinner hour: Are prayers said before meals? Does the family eat together? Is dinner formal or informal? Are TV trays used? Is the TV on?	"Enough Food for Everyone" filmstrip series. Educational Resources (S/T) "Food." Social Studies School Service (S/T) "Just Like You." Anti-Defamation League (S/T)
4-6	
Discuss how the basic necessities of life are affected by culture. Have students do research on the various types of clothing worn by peoples of the world. The teacher can list 2 or 3 nations from each continent and have students sign up for one. There should be 2 or 3 students for each country. Then have students illustrate the "national" dress of their chosen country. A bulletin board display of the activity can be put up in the school's hall way.	"Clothing." Social Studies School Service (S/T) "Clothing." Educational Design (S/T) Weiner, Sandra, Small Hands, Big Hands: Profiles of Chicano Migrant Workers and Their Families. Pantheon Books (S/T)
7-9	
Ask your students their views on marriage i.e., age at marriage, traditional ceremony, elopement, modern ceremony. Give each student an assignment to find out how different cultures handle marriage. Compare and contrast marriage ceremonies of various cultural/ ethnic groups. A class discussion can be held pinpointing the differences.	"Family: A Cross-Cultural Study." Educational Design (S) "Married Lives Today." BFA Educational Media (S) Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T) "Marriage and Family Living" (filmstrips). RMI Media Productions (S)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 4. As a result of studying about religious beliefs and practices within their immediate communities, the United States-at-large and the larger global society, the students will acquire an understanding of the pluralistic nature of our society, and a knowledge about the role of religion in a society and respect for those whose religious practices differ from their own.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
As they participate in social studies activities in regard to their neighborhoods and communities where opportunities exist and on appropriate occasions, have students help prepare bulletin boards and language experience developed stories which focus on the various types of churches children attend or know about, and religious holidays, religious celebrations, and observances which children participate in and are knowledgeable about. Use ideas related to religion from stories in language arts lessons and materials as the subject for discussion with students in regard to how people in many cultures and throughout history have their own ways of worship, religious practices and customs based on religion.	"Religions of the World" filmstrip series. Coronet (S/T) "Great Religions" filmstrip series. Current Affairs (S/T) Bernardo, Stephanie, The Ethnic Almanac. Dolphin (T) Lewis, John, Religions of the World Made Simple. Doubleday (S)
4-6	
Have students set up a display showing the major religions of the world, as well as the national religions of various nations and ethnic groups within nations. Encourage them to include pictures or drawings of the different architectural designs associated with different religions. Have students make oral presentations on the results of their study. Also, community resource persons may be invited to class to discuss the architecture of different religions, and how the lifestyles, customs and ways of living of people belonging to various cultural/ethnic groups are influenced by the religious beliefs and practices of the respective groups.	"Religions of the World" filmstrip series. Coronet (S) "The World's Great Religions" filmstrip series. Time-Life (S) Wolcott, Leonard and Wolcott, Carolyn, Religions Around the World. Abingdon Press (S/T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 4. As a result of studying about religious beliefs and practices within their immediate communities, the United States-at-large and the larger global society, the students will acquire an understanding of the pluralistic nature of our society, and a knowledge about the role of religion in a society and respect for those whose religious practices differ from their own. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Ask students to prepare written reports comparing the beliefs and life styles of some ethnic groups who have different religious beliefs and practices. They should be encouraged to include such items as the godheads, holy books, basic beliefs about life and death, concepts of good and evil, male and female roles, concepts of heaven and hell, and leadership hierarchy in their reports. Have students share their reports with the entire class. Discuss similarities and differences among the major world religions, and some of the associated ethnic group life styles. Have the class as a whole construct a world map showing the distribution of the major world religions, and the ethnic groups for which each religion is most prevelant.	Potter, Charles, The Great Religious Leaders. Washington Square Press (T) Dicks, Stewart, The Many Faces of Religion. Ginn and Company (S) Gaer, Joseph, How the Great Religions Began. Signet (T) Smith, Huston, The Religions of Man. Harper and Row (T) "Religions of the World" filmstrip series. Coronet (S) Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

Objective 5. Students will acquire knowledge and develop competency in studying and/or conducting research which focuses on the pluralstic nature of the United States and the contribution of various cultural/ethnic groups to the historical development of our country.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Assign students to gather pictures of ethnic/cultural peoples living within their neighborhoods and communities, and/or included in language arts and social studies instructional materials. The students should explain each picture to their classmates. A bulletin board display containing those pictures can now be made and discussions held which focus on: 1) similarities and differences of classmates and people within the community, 2) contributions which have been made by all and/or are being made for the welfare of all, 3) how being different can be a positive attribute and not a liability, and, 4) the ideas in regard to prejudice, stereotypes and unfairness.	Ethnic magazines and newspapers "Ethnic Studies: The Peoples of America." Educational Design (S/T) Corren, Judy and Merrick, Joann, "Peoples and Places." Creative Teaching Press (S)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 5. Students will acquire knowledge and develop competency in studying and/or conducting research which focuses on the pluralistic nature of the United States and the contributions of various cultural/ethnic groups to the historical development of our country. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6	
Each student or small group will be assigned a specific ethnic group to study. Particular emphasis will be on the Westward Movement, Science and Industry, and such. Books, periodicals and newspapers are to be used. Written or oral reports will be required of each student. Students should be encouraged to illustrate their reports whenever possible and to understand to a reasonable degree the pluralistic nature of the American society and that cultural differences are an attribute and not a liability.	Chase, Josephine and Parth, Linda, Multicultural Spoken Here. Goodyear (S) "Minorities Have Made America Great." Schloat Productions (S) "Accent on Ethnic America." Multimedia Productions (S) Ethnic Chronology Series. Oceana Press (S/T)
7-9	
The students will be assigned individual or group reports on specific ethnic groups -- Blacks, Native Americans, Hispanics, Asian-Americans and such and their contributions to the development of the United States. The teacher will take the class to the library so that students will use all the resources possible. The students will also be encouraged to use the resources in the community - international centers, consulates, minority centers, travel agencies and such.	Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S) "Minorities Have Made America Great." Schloat Productions (S) Ethnic Chronology Series. Oceana Press (S/T) Local ethnic groups and resource centers (S/T) Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

Objective 6. Students will learn to apply scientific processes and skills in drawing conclusions about the abilities of people belonging to different ethnic/cultural groups and the contributions made by members of various cultural/ethnic groups to the development of the United States.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Student will study how individuals differ in abilities and talents and that each person is unique.	"Minorities Have Made America Great." Schloat Productions (S/T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 6. Students will learn to apply scientific processes and skills in drawing conclusions about the abilities of people belonging to different ethnic/cultural groups and the contributions made by members of various cultural/ethnic groups to the development of the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

K-3 continued

Have students assist in identifying individuals within the class, school, and/or community who belong to different cultural/ethnic groups and who have experienced different degrees of success in terms of such things as:

1) academic achievement (art, music, mathematics, reading, social studies and science);
2) athletic skills; and,
3) various types of jobs.

Invite people from the community belonging to different cultural/ethnic groups and different professional/career responsibilities to visit the class.

Allow students to assist in creation of a class mural, language experience type stories, role playing activities which depict and demonstrate how people from various cultural/ethnic groups are equally able, competent and talented and that because one belongs to a particular group does not mean that one is less capable than one who belongs to another group.

Students will then demonstrate some specific abilities that they may have success at:

a) Wiggle your ears
b) Add numbers in your head
c) Spell difficult words
d) Sing the scale
e) Perform gymnastic feats
f) Cook a special dish
g) Play a musical instrument
h) Recite your favorite poem
i) Design models
j) Others

RESOURCES

Ethnic Chronology Series. Oceana Press (T)

Martinez, Jimmie and Watters, Arlene, U.S.: A Cultural Mosaic. Anti-Defamation League (S)

Chase, Josephine and Parth, Linda, Multicultural Spoken Here. Goodyear (S)

"Living Together in America." David Cook (S)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 6. Students will learn to apply scientific processes and skills in drawing conclusions about the abilities of people belonging to different ethnic/cultural groups and the contributions made by members of various cultural/ethnic groups to the development of the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Students will watch several situational comedy/drama/ variety/commerical television programs during the week, which have ethnic/cultural characters. Have students make a list of the kinds of roles these ethnic individuals portray, the "images" presented by the ethnic/cultural characters, and "personality features" of the characters. The students should list this information by category of the TV program. At the end of a week's observation, have the students share their lists in class. Have the class as a whole create "master lists" about how different ethnic groups are portrayed on TV, the different roles they play in TV programs. Discuss these findings. Then, have each student write an essay interpreting how ethnic groups are portrayed on TV, the TV roles ethnic groups/ individuals portray, and what this means about the abilities and talents of ethnic groups/individuals in the performing arts.	Television programs "Television and Values." Learning Seed Multimedia Kit (S/T) "Television" (filmstrip series). Social Studies School Service (S) Minorities and the Media (viewpoint brochure) Foundation for Change (S/T) The Asian Image in the United States: Stereotypes and Realities. Asian Americans for Fair Media (T)
7-9 Have the students read and dramatize the epic poem, "I Am Joaquin," by Rodolfo Gonzalez. This poem deals with the identity development (from an historical perspective) of Mexican Americans. After reading, discussing, and dramatizing the poem, have the students write their own interpretations of it. These essays should also show parallels, comparisons and contrasts between Mexican American cultural identity development, and at least one other ethnic group in the United States.	Miller, Wayne, A Gathering of Ghetto Writers. American U. Press (S/T) Gonzalez, Rodolfo, I am Joaquin. Bantam Books (S) Tachiki, Amy, Roots: An Asian American Reader. UCLA Asian American Studies Center (S/T) Giovanni, Nikki, Ego-Tripping and Other Poems for Young People. Lawrence Hill (S)

GOAL C: STUDENTS WILL HAVE AN APPRECATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 7. Students will use arts and humanities lessons as a mechanism for learning about the music, dance, drama, art, history and literature of the various ethnic/cultural groups within the United States.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Students can perform ethnic dances or games. Community resource persons can contribute their expertise in assisting the students. Some of the students can make posters, sceneries for the play and costumes. Parents can be invited to the performance and serve as resource people in regard to authenticity and how to do.	Miller, Nina, Children's Games From Many Nations. Friendship Press (S/T) Shepard, Mary and Shepard, Ray, Vegetable Soup Activities. Citation Press (S/T)
4-6	
An International Festival or Day can be planned by the students. Native costumes, including dress, can be exhibited. Students can use a variety of print and audio visual resources to obtain information about the various groups and invite community resource people. The Home Economics Department may be utilized to prepare some international dishes. The Art Department can be involved in making posters and signs. This event can be a class or school project.	"Living in Other Lands" (filmstrip series) Learning Tree (S) "Clothing" Educational Design (S) Harrold, Robert, Folk Costumes of the World. Blandford Press (S/T)
7-9	
Students can be introduced to the Japanese haiku-a short poetical form. An effective method would be to invite a person with a knowledge of the language to explain and demonstrate how to write this type of play. The students can then write haiku and ask the resource person to respond to them. The art of origami (paper-folding) is a very effective way to introduce the students to the Japanese culture. It is both inexpensive and rewarding for all students can learn and be involved. There may be many people in the community who can teach the simpler figures. Instructional books are also available.	Keene, Donald, Anthology of Japanese Literature. Grove Press (S/T) Inada, Lawson F., Before the War: Poems as They Happened. William Morrow (T) Johnson, Jinna, A Thousand Petals, Haiku and Tanka. Tuttle (S/T) Randlett, Samuel, The Best of Origami. Dutton (T) Honda, Isao, The World of Origami. Japan Publishing Trading Company (S/T) Araki, Chioy, Origami in the Classroom, Book I and II. Tuttle (S/T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 8. Students will learn that diet is important for the physical and mental well-being of all ethnic/cultural groups and that different customs and habits in regard to diet and food should not be disparaged.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Show films, appropriate for grade/age level of pupils, on nutrition to stress the importance of diet on the human body as well as the mind. Ask the students to keep track of the meals that they have at home. Discuss various vitamins and minerals. Have a dietician visit the class. Have the students plan nutritious meals and make posters. Try to include foods and dishes that are representative of different ethnic/cultural groups.	"Adventures of Supernut" (filmstrip series). Knowledge Aid (S) "Nutrition" (filmstrip series) Filmstrip House (S) Magazine pictures and poster board
4-6	
Have students prepare a written report on the problem of nutrition in developing nations. Time and Newsweek magazines are possible sources. Compare and contrast the diet of these peoples with those of Americans. Plot on a world map the availability of food. Which nations are the "bread baskets?" Which nations are on the verge of starvation? How does diet affect the health and welfare of a nation?	"Enough Food For Everyone" (filmstrip series) Social Studies School Service (S) "World Food Wall Chart" World Game (S/T) "Must the World Go Hungry." Current Affairs (S)
7-9	
Have students conduct research on the foods and dietary habits of peoples in countries like India, the famine-struck nations in Africa, and countries in Southeast Asia. Have students compare and contrast the diets of different American ethnic/cultural groups, the poor as well as the affluent segments of society. Have them compare the diets of American social and ethnic groups with the diets of peoples in other nations they have studied. Then, discuss how peoples' diets reflect their cultures and influence their physical and mental well-being.	"World Food Wall Chart." World Game (S) Otero, George and Smith, Gary, Teaching About Food and Hunger: 33 Activities. Center for Teaching International Relations (S) "Food as a Force in History." Multimedia Productions (S) "Hunger and History." Multimedia Productions (S) "Ethnic Foods" of the "Ethnic Studies: Peoples of America" (filmstrip series). Educational Design (S)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 9. Students will be able to analyze critically some of the negative attitudes and treatment accorded certain ethnic/cultural groups throughout the development of the United States as a nation.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students participate in discussions which focus on the different types (cultural/ethnic) or people in their class, school and community. Also, consider the different types of people they see on television or learn about in their language arts lessons or from films, filmstrips and/or special presentations.	"Black Rabbits and White Rabbits: An Allegory." Social Studies School Service (S)
	"Eye of the Storm." Anti-Defamation League (T)
	"I Wonder Why." Anti-Defamation League (S/T)
Conduct an informal survey to determine what the students ideas and attitudes are towards people who belong to ethnic/cultural groups different from their own. Depending on what is discovered in regard to the pupils' beliefs, attitudes and behavior concerning prejudice, bias and stereotyping, design and conduct lessons and learning activities which will enable them: 1) to be more objective in reaching conclusions about people from cultural/ethnic groups different than their own, 2) to understand and appreciate that cultural/ethnic differences are assets and not liabilities, 3) to understand and appreciate their respective ethnic/cultural heritages, 4) to understand, at their level of comprehension, the ideas of prejudice and stereotyping, and 5) interact in a positive manner with people from cultural/ethnic groups other than their own.	Faulkner, Williams, The Days When the Animals Talked: Folktales of the Black American and How They Came to Be. Follett (S/T)
4-6	
Introduce the terms "prejudice" and "stereotyping." Have students give examples of both. Then assign a written report on prejudice. What is prejudice? How does it start? How is it fostered? Is it aimed at certain ethnic/cultural groups only? Is it universal? How can prejudice be minimized or eliminated? Are you prejudiced? Help students identify examples of prejudice.	"Exploring the Myths of Prejudice." Social Studies School Service (S)
	"Seeds of Hate." Social Studies School Service (S)
	"Prejudice in America: The Japanese Americans." JACP, Inc. (T)
	Meltzer, Milton, Never to Forget: The Jews of the Holocaust. Harper and Row (S/T)
	Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 9. Students will be able to analyze critically some of the negative attitudes and treatment accorded certain ethnic/cultural groups throughout the development of the United States as a nation. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Show a film or filmstrip on prejudice. Ask students to react to it. This can be done through group discussions - 4 or 5 students per group. Discussion questions on prejudice could be written on the chalkboard. Questions such as: What is prejudice? How does it start? Why are certain peoples treated differently--Jews, Blacks, Asians, Hispanics? How is prejudice fostered? How can it be eradicated? Have each group select a facilitator, a recorder and a spokesperson to report to the class. The reports can be followed by a general discussion. An essay may be assigned at a later date as a follow-up on this activity.	Billings, Charles, Racism and Prejudice. Hayden (S/T) Greenspan, Charlotte L., All Those Voices: The Minority Experience. MacMillan (S/T) "The Distorted Image: Stereotypes and Caricature in American Popular Graphics, 1850-1922." Social Studies School Service (S) "Why People Hate: The Origins of Discrimination." Social Studies School Service (S) "Scapegoating: Impact of Prejudice." Social Studies School Service (S) Goodykoontz, William, Prejudice: The Invisible Wall. Scholastic (S/T) "You've Got to be Taught to Hate." Anti-Defamation League (S/T) "Chinese Americans: Realities and Myths." TACT (S/T) "Eye of the Storm." Anti-Defamation League (S/T)

Objective 10. Students will realize that qualification is more important than cultural/ethnic background in selecting a career.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Have students draw or select pictures of various jobs that interest them and/or their parents, relatives and those they might know are doing. Display these drawings on the bulletin board. Have students talk about why they chose the jobs they did, and what they think a person does in the job. (If possible, direct this discussion toward ethnic groups as well as men and women). Then, invite ethnic individuals who represent varied jobs to class to talk about what they do in their jobs.	"Learning About Careers: People Earning a Living." (S) "Parents Work." Imperial Educational Resources (S) "People at Work." Educational Images (S) Community Resource People (S/T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 10. Students will realize that qualification is more important than cultural/ethnic background in selecting a career. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Have the students make a list of professions that interest them. Teach them how to use the classified ads sections of newspapers. Have students obtain information from various sources on the profession they have identified. Have them check the yellow pages of telephone books to see if they can ascertain the cultural/ethnic backgrounds of individuals working in professions similar to the ones they have listed. (One clue they might look for is the surnames of the individuals.) Invite job counselors from employment agencies and various personnel directors of professional agencies to talk with the students about job qualifications and ethnic representations in the different career fields and agencies they represent. Conclude the lesson by having the students write a poem, construct an acrostic, or use some other form of creative expression to explain the qualifications needed for the profession of their choice.	"Me and Jobs." Educational Design (S) "Working in the World." Clearvue (S) "People at Work." Pathescope Films (S) Paradis, Adrian K., Americans at Work. David McKay Company (S/T) Careers Opportunities Series. J. G. Ferguson Publishing Company (S/T) Encyclopedia of Careers and Vocational Guidance. J. G. Ferguson Publishing Company (S/T)
7-9 Have each student list the career that he or she prefers. Then have each student obtain information from various sources on the qualifications and needs of those wishing to enter a particular profession and, if available, the ethnic/cultural composition of those in a particular professional field. Invite ethnic representatives from several different professions to speak to the class. Prior to the visits have the students prepare a list of "interview questions." Encourage them to prepare questions having to do with: - Needed qualifications and skills to do the job - Salaries - Obstacles encountered by ethnics and how they overcame these - Long range outlooks for opportunities in the various professions in general, and for ethnics (also women, handicapped individuals and aged)	"Beyond High School." Sunburst Communications (S) Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S/T) "Career Opportunities Series." Educational Dimensions Group (S) Paradis, Adrian K., Americans at Work. David McKay Company (S) "World of Work." Educational Design (S) Encyclopedia of Careers and Vocational Guidance. J. G. Ferguson Publishing Company (S/T) Careers Opportunities Series. J. G. Ferguson Publishing Company (S/T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 11. Students will recognize that certain vocational studies include the study of individual and cultural differences.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Display pictures of cosmetologists from many ethnic groups, grooming hair of various textures to discuss the fact that cosmetologists must learn to groom a great variety of hair types and styles. Gather samples of different kinds of hair. These may include lamb's wool, dog hair, human hair, horse hair - choose a variety of shades. After the children try to guess the sources, label each sample correctly. Have students observe and label samples under the microscope noting differences in color, shape, length, texture. They may pull out a strand of their own hair to examine under the microscope. They can compare their own hair with that of other classmates, noting similarities and differences.	Multicultural Studies Activity Book. U.S. Government Dependent Schools (S/T) Microscope Female fashion magazines, such as Ebony, Essence, Vogue, Seventeen, Glamour, etc. Brochures and magazines from local and state cosmetology organizations/schools
4-6	
Show pictures or slides of people in a vocational food management class. Discuss how these students must demonstrate skill in preparing meals unique to a variety of cultural groups. Set up a restaurant (simulated or real), featuring food specialties of American cultural groups. Prepare and taste some dishes.	Universities and/or technical trade schools which teach food management courses Food careers trade magazines "American Ethnic Food Series" Butterick Publishing (S/T)
7-9	
Discuss vocational terms or language connected with various occupations - list those unique to: (1) Medical Careers, (2) Auto Body, (3) Welding Trades, (4) Drafting, (5) Building Trades, and (6) Electrical Occupations. Explore the idea that people in these professions have a language of their own which a person outside of the profession would not understand. The acquisition of this new vocabulary is one of the skills required to perform the job. Have students make a list of other occupations which require a special language. Example - 1. Representatives for U.S. companies abroad 2. Employment in international centers 3. Interpreter at the UN	Technical manuals used in the occupations listed in the activity Encyclopedia of Careers and Vocational Guidance. J. G. Ferguson Publishing Company (S/T)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 12. Students will realize that learning is a life-long process for all individuals regardless of their cultural/ethnic identification.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Ask the students to tell about things they know and can do now that they did not know or could not do when they were younger (three or four years old). Or, things they can do (read, draw, write, dance, talk or walk) that their younger brothers or sisters have not yet learned to do. Lead the students to conclude that these changes have occurred because of "learning," and that other changes will take place in their lives as they grow older and learn more. Have them help compare a language experience type of listing which includes some things they cannot do now, but would like to do when they get to be teenagers and/or adults. Then lead them to conclude that changes in their ability, knowledge and behavior, which result from learning, will continue to occur throughout their lives. This is true of all individuals regardless of their ethnic or cultural identity. The teacher might wish to further impress this upon the students by helping them to distinguish between things that change in their lives through natural maturational processes (such as growing old) and learning (such as to speak a different language). Also, the students could be asked to observe their families at home and make a list of things their parents or guardians can do (as a result of learning and experience) that they cannot do. This may help them to better conceptualize that learning is a continuous process. The level and tone of the discussions should be appropriate for the age/grade level of pupils.

4-6

Discuss with students the capabilities required of them, and when they think they will be able to do the following:

- Prepare meals alone
- Select their own clothing
- Pay for their own games and cloths
- Buy a car
- Drive a car
- Date
- Travel alone
- Make all of their own decisions
- Live wherever they choose
- Go to bed whenever they like

RESOURCES

Rice Eve, Ebbie. William C. Morrow (S)

Children Today (magazine) (S/T)

Strugnell, Ann, Sara and the Door. Addison-Wesley (S)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 12. Students will realize that learning is a life-long process for all individuals regardless of their cultural/ethnic identification. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Discuss the students' responses to see if there are similarities across ethnic groups, and between males and females. The class can work together to compile responses into charts for ready comparisons. Also, examine responses to see if different patterns emerge by ethnic groups and/or sex groups. Help the students derive some conclusions from their responses. Among these might be: - Changes in individual capabilities result from learning and maturing - Ethnic identity may affect the timing of when some people start doing some things (dating or getting married) - People are always changing; therefore always learning. But, individuals change and learn at different rates - Even though learning is a life-long process, some things are never learned by some individuals	Simon, Sidney, et. al., Values Clarification. Hart (T) Neville, Emily, It's Like This, Cat. Harper and Row (S) Wells, Harold and Canfield, John T., About Me: A Curriculum for Developing Self. Encyclopedia Britannica (S/T)
7-9 Have students compile a list (including names and descriptions) of classes, having to do with different ethnic groups' cultures, traditions, and crafts available to adults, and which are offered by organizations in their own or other communities, such as the YMCA, YWCA, community centers, churches and scouts. The list of classes might include such things as Oriental cooking, Korean karate, Middle Eastern belly dancing, yoga, African dashiki sewing, Indian basket weaving, African dancing, Appalachian square dancing and various foreign languages. If possible, have the students canvas these adult classes to determine what kinds of ethnic individuals are enrolled. Then have the class provide some reasons why people continue to want to learn things after they are out of school. Among these reasons might be:	Local community service agencies/organizations

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 12. Students will realize that learning is a life-long process for all individuals regardless of their cultural/ethnic identification. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued - Personal interests change - Recreation - New hobbies develop - New job skills are required - People are curious about other nations and cultures - Travel - The desire and the need to learn are never-ending processes	

Objective 13. Students will realize that in parts of the United States and other areas of the world such as Asia land use is affected by ideas and values people have in regard to the environment.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Have students collect pictures of farms, homes, and parks depicting land use in various parts of their immediate communities and Michigan. Compare and contrast the pictures. Help the students to focus their attention on such things as what the land looks like, what kind of crops are being grown, the sizes of the farms and the sizes and height of buildings. Have students: 1) assist in preparing bulletin boards and mural which depict the variety of ways in which land is used and 2) to prepare language experience types of lessons/charts which list some of the beliefs and values which various people have about the environment and how it should be appreciated, maintained, protected and improved.	National Geographic. National Geographic Society (S/T) Fersh, Seymour, Asia: Teaching About/Learning From. Teachers College Press (T) "Where in the World." Multimedia Productions (S) Successful Farming; Country Journal; Country Gentleman (popular magazines about farming)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 13. Students will realize that in parts of the United States and other areas of the world such as Asia land use is affected by ideas and values people have in regard to the environment. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Have students look around their communities at new buildings and home sites. Discuss how much of the land and natural landscapes are levelled. Show some films and/or filmstrips on land usage in Asia. Ask students to discuss how the Asian and U.S. landscapes differ, and what factors (both geographical and cultural) account for the differences in attitudes toward and usage of land between people of the United States and the people of Asia.	Bowyer, Carol, The Children's Book of Houses and Homes. Usborne Hayes (S) "Land: Uses and Values." Prentice Hall Media (S) "Housing." Educational Design (S) Americana (popular magazine)
7-9 Have the students complete an assignment based on the following questions about attitudes toward, and usages of land by Americans and Asians: - Why do Asians have different views of the environment than some Americans? - Is the Western belief of the "human's superiority" ---that is, "Controlling and conquering nature" ---beneficial or detrimental to the environment? - Is the Asian belief of "humans and their environment as co-equals "unique?" - Are we damaging our environment through ignorance and greed? - How does the Asian beliefs about "humans and nature" compare with those of many Native American Indian tribal groups? - How are the advances of technology abusing the environment? After a preliminary discussion of the above questions, have the students obtain informacion from a variety of sources as a part of their assignment. Compare their findings and feelings after their study with their speculations prior to the assignment.	Group for Environmental Education (GEE) (S/T) National Geographic. National Geographic Society (S/T) Group for Environmental Education, Yellow Pages of Learning Resources. MIT Press (S/T) "Land: Uses and Values." Prentice Hall Media (S) "Let's Find the Pollution Solution." January Productions (S) "Land Pollution." Science Software Systems (S) Smithsonian (popular magazine) (S/T) Opening Doors Contemporary

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 14. Students will understand that family roles differ in other countries and cultures.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Introduce students to the concept "family." Help them to understand that families are made up of members, and that these members have different roles and functions to perform. Also, explain to them that some family roles and functions differ by cultural groups. Then, have the students discuss the following questions: - What is the role of the father, the mother in a family? - Do, or should, parents favor sons over daughters? - Who is responsible for disciplining in the family? - Is housework shared by both parents? - Are boy given different household chores than girls? Help students to understand that the answers to these questions varies from one culture to another. Ask them to share with the class how their own families are organized in relation to the above questions. Then, ask the students if they could "adopt" an ethnic family or become a member of one other than their own, which one would it be. Encourage them to give reasons for their choices based on the roles and functions they would be expected to perform in their "adopted families." The lesson should be based on the types of various family structures and cultural groups within the school and community if possible.	"Families." Troll Associates (S) Thomas, Ianthe, Eliza's Daddy. Harcourt, Brace and Jovanovich (S) "Five Families." Scholastic (S) "Six Families in the U.S." Encyclopedia Britannica Educational Corporation (S) "Mothers & Daughters, Fathers & Sons." Sunburst Corporation Madison, Winifred, Maria Luisa. Lippincott (S/T)
4-6	
Divide the class into five small groups. Have each group select a culture to study - its family structures, roles and traditions. The study should focus on such questions as: - The role of women - Prevailing type of family structure (e.g., nuclear, or stem, or extended, or . . .) - Divorce --Is it a problem? - Does the practice of "arranged marriage" exist? - Courtship patterns - Average number of children per family - Delinquency--Is it a problem?	"Families." Troll Associates (S) "Family: A Cross-Cultural Study." Educational Design (S) Bingham, Marjorie and Gross, Carol, "Women in World Cultures." Gary E. McCuen Publications (S/T) Encyclopedias "Family Lifestyles Around the World." David Cook (T) Madison, Winifred, Maria Luisa. Lippincott (S) Mathis, Sharon B., The Hundred Penny Box. Viking Press (S)

GOAL C: STUDENTS WILL HAVE AN APPRECIATION OF THE INDIVIDUAL AND CULTURAL DIFFERENCES

Objective 14. Students will understand that family roles differ in other countries and cultures. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6 continued

Have the small groups share the results of their study with the entire class. Compare the results across cultural groups for similarities and differences.

7-9

Identify several ethnic/cultural groups in the United States and other world cultures to compare family patterns, customs, and traditions. Divide the class into teams of two or three. Have each team choose an ethnic/cultural group in the United States and one other culture to study. They should compare and contrast their selected groups' family structures and customs, by examining such questions as:

- Role of parents
- To what degree does the practice of "working mothers" exist
- To what extent does the practice of "single parents" exist
- To what extent does the practice of "arranged marriages" exist
- How are household and child-rearing obligations distributed among men and women?
- To what extent does the practice of "divorce" exist?
- What are the ceremonial practices associated with courtship, marriage and birth of children?
- How are children disciplined, and who in the family is primarily responsible for this?

When the teams have completed their studies, have them share the results with the rest of the class. Compare team findings across groups. If some generalizable patterns are evident, the students can create a summary chart of all groups studied to show similarities and differences in family structures and functions.

RESOURCES

Changing American Family. Congressional Quarterly (T)

"Families." Troll Associates (S)

Bingham, Marjorie and Gross, Susan, "Women in World Cultures." Gary E. McCuen Publications (S/T)

"Life in the Single-Parent Family." Sunburst Communications (S)

"Family: A Cross-Cultural Study." Educational Design (S)

Weiner, Sandra, Small Hands, Big Hands: Profiles of Chicano Migrant Workers and Their Families. Pantheon Books (S/T)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (S/T)

"The American Woman: What Price Equality." Current Affairs (S)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 1. Students will identify and analyze the facilitative and/or alienating potential of certain words, attitudes, and behaviors used to refer to cultural/ethnic groups and/or individuals belonging to such groups.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

Develop a set of Multiethnic Alphabet Flash Cards. On one side of each card associate each letter of the alphabet with a different ethnic group. Include some kind of identifier for that group (such as a photograph or a symbol). On the reverse side of the same card, identify an individual, contribution, or achievement that that ethnic group has made to humankind which begins with the same letter of the alphabet. Example:

Ethnic Group	Alphabet	Contribution
Anglo American	A	John Adams
Black American	B	Blues; Ralph Bunche
Chinese American	C	Chinatowns; Confucius

Develop different sets of "ETHNIC ALPHABETS" for different groups, wherein each letter represents some aspects of that group's history, life, experiences, and culture.

(Most appropriate for use with upper primary and intermediate level students.)

Rainbow Activities. Creative Teaching Press

Simulation Games, such as:
"Hang Up", Synecties Systems
"Sunshine," Interact (T)

"Minorities Have Made America Great" (filmstrip series). Schloat Productions (S/T)

Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

"Black ABC's." Posters, Afro-Am Publishing Company (S)

Cook, David, "Living Together in America." Posters (S)

Martinez, Jimmie and Walters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T)

"Spanish American Leaders of Twentieth Century America" filmstrip series. BFA Educational Media (S/T)

Akwasasne Notes. poster series (S/T)

Suhl, Yuri, An Album of the Jews in America. Franklin Watts (T)

4-6

Have students identify a list of racially "turn off" words for several different ethnic groups. For example, what terms Blacks use to refer to Whites, Hispanics use toward Blacks and Whites, Whites use toward Blacks, Hispanics, and Asian-Americans which cause the members of these groups to become angry and/or to have negative feelings about themselves, and the person using the words. After the list is completed ask the students to discuss why these words make members of the ethnic groups feel the way they do. Also, have them identify an antonym for each negative term listed.

Racism in the English Language. Council on Interracial Books for Children (S/T)

Cheng-Tsu, Wu, Chink. World Publishing (T)

Fellows, Donald, A Mosaic of America's Ethnic Minorities. John Wiley and Sons (T)

Clark, Chris and Rush, Sheila, How to Get Along With Black People. The Third Press (S/T)

Shipman, David A., The Prejudice Book. Anti-Defamation League (S/T)

"Labels: If You Label It This, It Can't Be That." Film Fair Communications (S)

Aman, Reinhold (editor). A Dictionary of International Slurs. Sci-Art Publishers (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 1. Students will identify and analyze the facilitative and/or alienating potential of certain words, attitudes, and behaviors used to refer to cultural/ethnic groups and/or individuals belonging to such groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Black Americans engage in a communication practice called "Reversal of word meanings" A. Ask students to find out what this means and why Black Americans do it. They may use their own experiences, interviews, and/or literary references for sources of information. B. Ask students to develop a list of words which, when typically used outside the Black cultural community means the opposite of what they mean when used by Black Americans. For each word listed define it as used by Black Americans, and by non-Blacks. Also provide at least one sample sentence demonstrating the two different usages of the words listed. Some of the words that might be listed include black, nigger, bad, cold, rough, tough and blood.	Kochman, Thmas, Rappin' and Stylin' Out. University of Illinois Press (T) Smitherman, Geneva, Talkin' and Testifyin'. Houghton-Mifflin (T) Brown, Claude, "The Language of Soul," in Hutchinson, Gloria and Simmons, Helene, Black Culture: Reading and Writing Black. Holt, Rinehart and Winston (T)

Objective 2. Students will apply basic computational skills to understanding different ethnic group representation in the population of the United States.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 First, have students identify the different ethnic groups represented in their class, grade, and/or school. Second, have them count the number of these groups present in the given population. Third, using these numbers, have students: A. Create a frequency chart of the ethnic groups represented B. Make a bar graph of these frequency distributions C. Practice their basic computational skills of addition, subtraction, division, and multiplication using the frequency counts of ethnic groups represented in their class, grade, and/or school.	"Children of America." (photo aid) The Child's World, Inc. (S) "Six Families in the U.S." (sound filmstrip). Encyclopedia Britannica Educational Corporation (S)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 2. Students will apply basic computational skills to understanding different ethnic group representation in the population of the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Divide the class into five small groups. Have one group of students identify the five most populus cities within their home state (Michigan). The other four groups are to choose other states comparable in size (population, not region) to Michigan for comparison. Have them also identify the five most populus cities in each of the four comparison states. Once the five cities in each of the five states are identified, have the students: A. Find out the total population of each city B. Find out the population of the major ethnic groups living in those states (Use the same list of ethnic groups for each state) C. Determine the ratio of each ethnic group identified to the total population of each of the five cities in each of the five states D. Determine the combined ratio of all other ethnic groups (those identified earlier) compared to the ratio of Anglo Americans in each of the cities E. Plot these results for each set of cities on different bar graphs. Then, place the data for each ethnic group in each city on a line graph (This activity should produce <u>five</u> line graphs, one per set of cities for the five states). F. Have students compare and interpret the graphs, and hypothesize about what factors account for any observed similarities and differences in ethnic group populations in cities within and among states.	<u>Census of Population</u> (A Series) U.S. Department of Commerce, Bureau of Census (S/T) "Ethnic Studies: The Peoples of America" (sound filmstrips) Educational Design (S/T) <u>Harvard Encyclopedia of American Ethnic Groups</u>. Harvard University Press (T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 2. Students will apply basic computational skills to understanding different ethnic group representation in the population of the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Have students compare figures of the 1970 Census with those of the 1980 Census on selected ethnic group populations in Michigan and the United States to: A. Determine if the size of the selected ethnic groups increased or decreased from 1970 to 1980 B. Determine the percentage of increase or decrease for the selected ethnic groups both in Michigan and the United States C. Compare the percentages of decrease or increase in Michigan and the United States to see if the patterns are consistent or inconsistent D. Determine the ratios of increase or decrease among the selected ethnic groups, and to rank them accordingly, from highest to lowest. The ethnic groups selected might include Native Americans, Black Americans, Greek Americans, Jews, Vietnamese, Filipinos or Hispanics.	Census of Population (A Series). U.S. Department of Commerce, Bureau of Census (S/T) "Ethnic Studies: The Peoples of America" (sound filmstrips). Educational Design (S) Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

Objective 3. Students will develop attitudes and abilities which will enable them to work cooperatively with members of different ethnic and cultural groups to achieve common goals and tasks.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Have children learn to perform the games of several different ethnic groups. Choose games that are suitable for small group participation. To learn and perform the games selected, divide the class into teams or groups of the sizes required by the selected games. If at all possible, membership in the student groups and/or teams should be racially and ethnically mixed. Also, friendly competition among the groups or teams should be encouraged.	Harbin, Elvin O., Games of Many Nations. Abingdon Press (S) Manning-Sanders, Ruth, Festivals. Dutton. (T) MacFarlan, Allan A., Book of American Indian Games. (S/T) Sandoval, Rueben and Streck, David, Games, Games, Games -- Juegoes, Juegos, Juegos. Doubleday (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 3. Students will develop attitudes and abilities which will enable them to work cooperatively with members of different ethnic and cultural groups to achieve common goals and tasks. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Have the students develop a "Multiethnic Calendar." The purpose of this activity is to identify as many diversified activities, holidays, and celebrations in regard to as many different ethnic groups as possible for recognition on different days of each month of the year. To collect the information that will go on the calendars, the class should be divided into groups of two or three. Each small group of students can be assigned a particular ethnic group to study. This activity may be best done in stages, with the student groups working on two or three months at a time, rather than trying to complete the entire 12 months at one time. Once the information is collected and compiled, the class as a whole should design and compose the 12-month Multiethnic Calendar, with information entered on appropriate dates. The students should produce one large calendar for classroom display and use. They may also wish to make smaller replicas so that each student in the class can have his or her own personal copy. This activity could become a fund raising event. The students could produce a certain quantity of calendars for sale. Each member of the class would help in selling the calendars to parents, teachers, and other students, and citizens. The money produced from the sale of the calendars could be presented to the school for the purchase of a gift; to the class for the purchase of some instructional items; or to a charitable organization chosen by the students.

7-9

Using role reversals, have students do a sociodrama of an "Open Forum meeting on the impending desegregation of a previously all-Black school." This school has been turned into a Magnet School whose curriculum will emphasize mathematics and science. It is located in the center of a low socio-economic Black neighborhood.

RESOURCES

Burnett, Bernice, The First Book of Holidays. Watts Publishers (S/T)

Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

"Creative Holidays: 100 Unusual Holiday Ideas." Educational Insights (S/T)

"Minorities Have Made America Great" (filmstrip series). Schloat Productions (S/T)

Ethnic Chronology Series. Oceana Press (T)

Almanacs, encyclopedias, anthologies of ethnic individuals contributions (S/T)

Fellows, Donald, A Mosaic of America's Ethnic Minorities. John Wiley and Son (S/T)

World Book Encyclopedia. Field Enterprises Educational Corporation (S/T)

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GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 3. Students will develop attitudes and abilities which will enable them to work cooperatively with members of different ethnic and cultural groups to achieve common goals and tasks. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9 continued

All students attending the school will be admitted on a competitive basis. Also, admission will be based on a racial quota system, and almost all of the students who attend the school will have to be bussed. The aim of the school's administration is to make sure that all major ethnic groups within the United States are represented in the school's population. The Open Forum discussion is to focus on the merits and obstacles of making such a magnet school a success. Participants in the forum represent different ethnic group members with varying feelings of support/opposition to the new school concept. For example, a Puerto Rican principal who is in favor of it; an Anglo school board member who has some doubts; a Chinese American parent who does not understand the concept; some Black students and parents who feel their turfs have been invaded; a member of the Moral Majority; and such. Other characters should be created to make the situation as real and ethnically diversified as possible. Also, to cover as many points of view as possible. After the characters and roles are created, apply these conditions prior to the presentation of the Open Forum Meeting:

A. No student can role play a character from his or her own ethnic group
B. Allow ample time for the students to prepare for their roles by conducting research relative to the role and group they represent so that they can portray them as authentically as possible
C. Allow the class as a whole to review the characters and their role profiles to determine if there is sufficient ethnic diversity and variability of points of view. If some areas are found lacking, the students can create additional characters and roles to fill the voids

RESOURCES

Local newspapers, news magazines, interviews

Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

Human Values and Understanding. Government Printing Office (S/T)

Simon, Sidney, et. al., Values Clarification. Hart (T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 3. Students will develop attitudes and abilities which will enable them to work cooperatively with members of different ethnic and cultural groups to achieve common goals and tasks. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued D. Working together, the class members should establish some governing rules to regulate the "Open Forum" once it begins. These rules might include such points as who will moderate, who will "report" on the deliberations, how will speakers be recognized, how participants' behaviors will be regulated and controlled and how long any speaker can speak at a time and so forth E. Determine if guests (other classes, teachers, principal and parents) will be allowed to attend as "observers" of the "Open Forum." If so, how many, and how will the "guest tickets" be alloted F. How much time will the class need for the "Open Forum" if all points of view are to be aired, and for all pertinent issues about the magnet school idea to be examined sufficiently.	

Objective 4. Students will evaluate the effects various social, economic, and political problems have on the lives of different ethnic individuals and groups.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 The teacher can construct a bulletin board which includes pictures and, if appropriate for age/grade level, a listing of various types of jobs members of students families hold - job profile of families. Each student is to find out from his or her family: A. What kind of work does the mother, father, and other working members of the family do? B. What kind of training or education is needed to perform each job identified? (discussion and wording on bulletin board should be appropriate for age/grade level of children)	Interview with family members of students in class Interviews with school employees

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 4. Students will evaluate the effects of various social, economics and political problems have on the lives of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

K-3 continued

As the teacher helps children prepare a class bulletin board, she/he can:

A. Help students categorize jobs by "functional categories" such as, service to others, leader, follower, carrying out orders, and supervising other workers

B. Help students decision patterns from the master chart relating to kinds of jobs performed by males and females, different cultural/ethnic group members, education/training levels required for certain jobs and so forth.

OR

Help students construct a "Demographic Job Profile" of their school. The information needed to complete this task can be collected by teams or small groups of students. They are to identify the different types of jobs found in the school building, such as principal/assistant principal, teacher, teacher aide, counselor, secretary, cook, custodian and bus driver. For each job category the students are to collect the following information:

A. Name of the person(s) holding the job
B. Sex of the person(s)
C. Race or ethnicity
D. Age ranges
E. Length of service in the job

The collected information might be summarized on charts by small groups and/or teams, and then compiled and placed on a master DATA RETRIEVAL CHART. It might look something like:

RESOURCES

Paradis, Adrian K., Americans at Work. David McKay Company (T)

"People at Work." (sound filmstrip) Pathescope Educational Films (S/T)

"Parents Work." Imperial Education Resources (S)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 4. Students will evaluate the effects of various social, economics and political problems have on the lives of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3 continued

JOBS	INFORMATION			
	SEX	RACE/ ETHNICITY	AGE RANGE	HOW MANY
Principal/ Assistant Principal				
Secretary				
Teachers				
Counselor				
Custodian				
Etc.				

Depending upon the cognitive maturity, grade level, and observational abilities of the students, teachers might ask them to derive some conclusions or inferences about employment and ethnic groups from their data, such as:

A. What jobs in the school have more power, and what kinds of people (race and ethnicity) hold these jobs?

B. Are there more male or female "workers" in their school? How are they distributed across the job categories?

C. Are the people who work in their school young, old, or middle age? How does age compare with job category and ethnic group membership?

D. Do they think their school's "Job Profile" is reflective of their city?

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GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 4. Students will evaluate the effects of various social, economics and political problems have on the lives of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Have the students locate the following information about people living in Italy, Israel, China, Mexico, and Kenya (or some other set of countries you select). Compare the information from each country selected with the same for its peoples' American equivalent--i.e., Italian Americans, American Jews, Chinese Americans, Mexican Americans and/or Afro Americans. A. Annual average income B. Average education levels C. Major health care problems D. Average family size E. Major occupations, vocations and/or careers F. Major crimes G. Other	Bureau of Labor Statistics Encyclopedias National Geographic. National Geographic Society (S/T) The International Yearbook and Statesmen's Who's Who. Kelly's Directories Limited (S/T) National and international health organizations such as AMA, UNESCO, WHO (World Health Organization) (S/T) U.S. Civil Rights Commission (S/T)
7-9 Have the students do a report on the health and medical care patterns of different cultural/ethnic groups in the United States. Include in the reports the following information: A. Identify ten major medical and health care problems American ethnic groups face (such as heart disease, mental/emotional illness, substance abuse, high blood pressure, hypertension and suicide) B. Identify ten major cultural/ethnic groups in the United States C. Determine which medical and health care problems occur with the greatest frequency among which ethnic groups D. Hypothesize or speculate why certain cultural/ethnic groups face the kind of health and medical care problems they do. These speculations might be self-created by the students and/or extracted from the references they have used to collect other information required of this activity	"Medicine: For Better or For Worse." Diana Favora Films (S/T) Food and Drug Administration (S/T) Mental Health Needs of Mexican Americans. Dissemination and Assessment Center of Bilingual Education (Austin, Texas) (T) Harwood, Alan, Ethnicity and Medical Care. Harvard University Press (T) Federal Department of Health and Human Services (S/T) Medical and Health Encyclopedia. H.S. Suttman Company (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 4. Students will evaluate the effects of various social, economic and political problems have on the lives of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

7-9 continued

This activity will be best done in small groups, with each small group assigned a different cultural/ethnic group to study. The results of their findings may be placed on a Data Retrieval Chart like the one below, and presented to the entire class for discussion and feedback:

CULTURAL/ETHNIC GROUP	
MEDICAL/HEALTH PROBLEMS	WHY
-- Heart Disease	
-- Cancer	
-- Mental Illness	
-- Other	

Keep in mind that the cultural/ethnic group structure includes categories such as: women, handicapped and aged.

Objective 5. Students will identify the characteristics of a cultural hero/heroine, and examine how this concept applies to different cultural/ethnic groups.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

Set aside a time in the school day, or regular classroom routine, as the "Ethnic Reading Period" (limit time in terms of age level of children). During this time read aloud to the students folktales from several different ethnic heritages. If you begin to read folktales that focus on animal stories continue with this same theme across several different ethnic groups before changing to another theme. After the students have listened to the folktales ask them to identify "Outstanding Traits/ Attributes" of the characters in the different folktales they have heard. When several sets of traits, by ethnic group folktales, have been compiled, have the students compare the traits of the folktale characters across ethnic groups for similarities and differences. If the students are mature enough cognitively, ask them to speculate as to what various "morals of the stories" might be.

Sakade, Florence, Japanese Children's Favorite Stories. Charles E. Tuttle Company (S/T)

Marriott, Alice and Rachlin, Carol, American Indian Mythology. Thomas Y. Crowell (T)

Lester, Julius, Black Folktales. Grove Press (S/T)

Espinosa, Gilberto, Heroes, Hexes and Haunted Halls. Calvin Horn (S/T)

Wigginton, Eliot, Foxfire Book I & II. Anchor Press (T)

Thompson, Sith, One Hundred Favorite Folktales. Indiana University Press (S/T)

"Folk Music USA." Folkways Records (S/T)

"African Folktales." BFA Educational Media (S)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 5. Students will identify the characteristics of a cultural hero/heroine, and examine how this concept applies to different cultural/ethnic groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Identify twenty persons from different ethnic groups who are "notable individuals" or possible cultural heroes/heroines for their respective groups.** Make three sets of "information cards or lists"--one for the name of the individual; one for the contribution and/or achievement; one for the ethnic identities of the individuals. Scramble the information sheets, and have students unscramble them such that there are appropriate matches of individual, achievement, photograph, ethnicity. This activity can be done by students working individually or in teams, and can be presented in the format of a popularized TV games show, such as "Concentration," "Family Feud," "Match Game" or "Face the Music." An example of how the information for this activity might look is:

PHOTOGRAPH--ELEANOR ROOSEVELT--HUMANITARIAN--ANGLO AMERICAN

PHOTOGRAPH--CESAR CHAVEZ--LABOR LEADER--MEXICAN AMERICAN

PHOTOGRAPH--JOHN F. KENNEDY--U.S. PRESIDENT--IRISH AMERICAN

PHOTOGRAPH--N. SCOTT MOMADAY--NOBEL PRIZE NOVELIST--NATIVE AMERICAN

PHOTOGRAPH--NORMAN LEAR--TELEVISION PRODUCER--JEWISH AMERICAN

PHOTOGRAPH--LEONTYNE PRICE--OPERA STAR--BLACK AMERICAN

**Also acquire photographs and/or drawings of the twenty individuals identified. Encourage students to also consider individuals in categories such as women, handicapped and aged.

RESOURCES

"Asian Folktales." BFA Educational Media (S)

Akwasasne Notes Poster Series (S/T)

"Folktales of Ethnic America" (filmstrip series.) Teaching Resources (S)

"Minorities Have Made America Great" (filmstrip series). Schloat Productions (S/T)

Ethnic Chronology Series. Oceana Press (S/T)

Beard, Annie E.S., Our Foreign-Born Citizens. Thomas Y. Crowell (T)

Gridley, Marion E., Contemporary American Indian Leaders. Dodd, Mead and Company (S/T)

Moquin, Wayne (editor), Makers of America. Encyclopedia Britannica Corporation (S/T)

Karp, Deborah, Heroes in American Jewish History. Anti-Defamation League (S)

Wood, Theodore E.B., A Portfolio of Outstanding American Indians (posters). Education Consortium of America (S)

Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S/T)

"Spanish American Leaders of Twentieth Century America." BFA Educational Media (S/T)

Ploski, Harry A. and Brown, Roscoe, The Negro Almanac. Bellwether Publishing Company (S/T)

Americans All. Zinger (S)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 5. Students will identify the characteristics of a cultural hero/heroine, and examine how this concept applies to different cultural/ethnic groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Provide students with a list of core cultural values for several different ethnic groups. Explain to the students that "cultural heroes/heroines are individuals who personify ethnic groups core cultural values and normative behavioral expectations." Identify a list of potential cultural heroes and heroines selected from different ethnic groups, making sure that there are several candidates from each selected ethnic groups on the list. Have each student in class select a "potential cultural hero and/or heroine" to research and report on. This report should examine the individual's biography, contributions/achievements, and, most importantly, his or her personal and professional attributes to see if they are consistent with the established list of core cultural values for the ethnic group of which he or she is a member. Have students use the results of their research to conduct a campaign and election for the "Best Ethnic Hero/Heroines" This selection will have to be specified to the particular ethnic groups studied (i.e., "The Best Black," "The Best Native American," and/or "The Best Jew,") since cultural values may vary from ethnic group to ethnic group. Selection for the honor should be based on the extent to which the candidates exhibit the attitudes, values, and behaviors held in high esteem by their ethnic/cultural group.

RESOURCES

Anthologies, almanacs, and encyclopedias of ethnic individuals/contributions (S/T)

"With Pride to Progress." Parents' Magazine Film (S/T)

"I am Joaquin," Commission for Mexican American Affairs (S/T)

George, Chief Dan and Hirnschall, Helmut, My Heart Soars. Books Canada, Inc. (S)

"Minority Youth Series." BFA Educational Media (S)

"Minorities Have Made America Great" (filmstrip series). Schloat Productions (S)

Ethnic Chronology Series. Oceana Press (S/T)

Fellows, Donald, A Mosaic of America's Ethnic Minorities. John Wiley and Sons (S/T)

Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 6. Students will demonstrate how society benefits from the contributions of different ethnic individuals and groups.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students view films and/or listen to stories about various community helpers. Make sure these "helpers" are ethnically and culturally diverse. Invite several of the community helpers to visit the class and discuss their job roles, and their importance in the community. These might include social workers, visiting nurses, librarians, fire fighters, police officers, sanitation engineers, utilities service personnel, etc. Make sure the people invited to come to class represent a variety of ethnic and cultural groups. After the visits, have the students use magazine pictures to make collages showing what these community helpers do, and how they benefit society.	Magazines Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T) Bond, Gladys B., Little Stories. Anti-Defamation League (S) "Living Together in America." David Cook (S/T)
4-6	
Make a list of the winners of the Nobel Prize in science and other categories over the last fifteen year. Have the students do a research report on each one. If there are not enough Nobel Prize winners for each students in class to study independently have two-member teams work on one individual. The reports should include biographical sketches (including information about ethnicity) of the individuals, the contributions which led to them receiving the Nobel Prize, continued activities after the Prize award, and the students' personal appraisals of the worth of the individual's contributions to improving the quality of life of humankind. Also, ask the students to illustrate their reports with drawings, symbols, clippings, pictures, poems and acrostics.	Who's Who in America. Marquis Who's Who, Inc. (S/T) The World Almanac and Book of Facts. Newspaper Enterprise Association (S/T) American Men and Women of Science. R.R. Bowkar Company. (S/T) Encyclopedias

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 6. Students will demonstrate how society benefits from the contributions of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Make a list of twenty leading contemporary technologists, scientists, industrialists, and business leaders in the United States. Acquire a photograph or drawing of each. Make a set of "cultural/ethnic identity" cards, and a set of "achievement cards" which accurately identify each of the twenty individuals. Make a list of twenty vocabulary words that are associated with the individuals' achievements and occupations. Scramble the photographs, identity cards, achievement cards, and vocabulary lists. Have the students unscramble these, and do a five-way matching exercise--photographs with names, with cultural/ethnic identity, with achievements and with vocabulary. Also, use the vocabulary list in spelling, sentence writing, and composition writing lessons. Students might be asked, too, to make impressionistic drawings and/or creative writings of what these technologists, industrialists, scientists, and business leaders do in their jobs, and the importance of their contributions to improving the quality of life for everyone in the United States and the world.	American Men and Women in Science. R.R. Bowkar Company (S/T) McGraw Hill Modern Men of Science. McGraw-Hill Book Company (S/T) "Sounds of Science" curriculum project. University of Oklahoma (Norman) (S/T) Who's Who in Finance and Industry. Marquis Who's Who, Inc. (S/T) Newspapers and News Magazines (S/T) Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S/T)

Objective 7. Students will understand why and how the expressive arts (prose, poetry, music, art and dance) of ethnic groups are means through which cultural values and attitudes are conveyed.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Create a multi-media, multi-sensory, multicultural, multiethnic "Expressive Arts Learning Center." Include auditory, visual, tactical, and written samples of a wide variety of different ethnic groups "expressive arts" (e.g., prints, photography, poetry, drama, paintings, prose, disc-recordings, games, films, filmstrips, videotapes and folklore). Make the learning center a permanent part of the classroom, but change its materials periodically. Plan some time in each school day for the students to "freely explore" the Expressive Arts Learning Center. Encourage students	Lee, Nancy and Oldham, Linda, Hands on Heritage. Hands On Publication (T) Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T) "Living Together in America." David Cook (S/T) Carlson, Ruth K., Emerging Humanity: Multi-Ethnic Literature for Children and Adolescents. Brown (T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 7. Students will understand why and how the expressive arts (prose, poetry, music, art and dance) of ethnic groups are means through which cultural values and attitudes are conveyed. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued to explore the center. Plan periodic "Sharing Times" for the students to share with each other the "discoveries" (and personal reactions to them) they have found in the Expressive Arts Learning Center.	Nichols, Margaret S., and O'Neill, Margaret N., Multicultural Bibliography for Preschool through Secondary Grades. Multicultural Resources (T) Wynar, Lubomyr R., and Wynar, Anna T., Encyclopedia Directory of Ethnic Newspapers and Periodicals in the United States. Libraries Unlimited (T) Behrens, June, Who Am I? Elk Grove Press (S) "Holidays and Festivals." Urban Needs Materials (S) "Folk Music USA" Folkways Records (S/T)
4-6 Have the class compile a list of nine (9) "Quotable Quotes." Each quotation or proverb should be selected from a different cultural/ethnic group heritage. One of the quotes or proverbs is to serve as the class' motto for each of the nine months of the school year. Divide the class into nine small groups. Each group is to be assigned to one of the quotes or proverbs. That group's tasks are to: A. Prepare the quote or proverb for classroom display. They should have "creative freedom" in doing this! B. Provide some background information on the source and/or author of the quote (including culture/ethnicity) C. Write an initial interpretation of the quote or proverb, including a paraphrase of it D. Conduct a fifteen-minute class discussion on the quote or proverb on the first school day of the month (When class mottos are changed) E. Prepare a visual or some other symbolic representation of the meaning of the quote or proverb. (This might be a picture, collage, a painting or drawing, a bulletin board, or a photo essay)	Tiedt, S., Quotes for Teaching. Contemporary Press (S/T) Seldes, G., The Great Quotations. Lyle Stuart (S/T) Coffin, Tristam P. and Cohen, Henning (editors), Folklore in America. Doubleday (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 7. Students will understand why and how the expressive arts (prose, poetry, music, art and dance) of ethnic groups are means through which cultural values and attitudes are conveyed. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Compile a list of twenty-five short excerpts from the song lyrics, plays, novels, poems, and/or folklore selected from different cultural/ethnic group heritages. Identify the ethnic group associated with the various excerpts. Ask the students to identify the values or norms implied in each of the excerpts. Then, analyze the list of their derived values for crosscultural and interethnic groups expressive arts as a source for identifying additional cultural values and norms embedded in the sample excerpts. Compare lists of different ethnic groups norms and values compiled by the students with those identified by scholars on different ethnic groups cultures, value systems, and life styles.	Anthologies of different ethnic group literature such as: - Hughes, Langston and Bontemps, Arna, Book of Negro Folklore. Dodd, Mead and Company (S/T) - Miller, Wayne, Gathering of Ghetto Writers. American University Press (S/T) - Witt, Shirley and Steiner, Stan, The Way. Random House (S/T) - Chin, Frank, et. a. Aiiieee. Doubleday, Anchor Book (S/T) - Momaday, N. Scott (editor). American Indian Authors. Houghton Mifflin (S/T) - Adoff, Arnold, Celebrations: A New Anthology of Black American Poetry. Follett (S/T) - "Legends and Tales From Around the World." Troll Associates (cassettes) (S/T) - "Our Totem in the Raven." BFA Educational Media (S) - Fink, Augusta, To Touch the Sky. Children's Press (S)

Objective 8. Students will demonstrate an understanding of the relationship between positive cultural/ethnic identity and the mental well-being of ethnic individuals.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Have students create a "ME" picture collage around a free verse poem on "I AM". For those students who may not be able to write yet, their poems can be dictated to the teacher who can write them down for the students. Encourage the students to include pictures in their collages which represent them in different roles, settings, and contexts. The idea here is that "I AM" composed of many "ME's". For example: "Me as a boy or girl"; "Me as a Black, White, Jew, Puerto Rican, Italian American or Filipino"; "Me as a friend"; "Me as a brother and/or sister"; "Me as a grandchild"; "Me as a member of a club"; "Me as an individual unlike all other individuals"; "Me as a dancer, ball player, and student."	"Jenny." Anti-Defamation League (S/T) "Multi-Ethnic Children Puzzles." Developmental Learning Materials (S) "Being Me." Phoenix Films (S/T) "Free To Be." Anti-Defamation League (S/T) "To Be Me: Tony Quon." Anti-Defamation League (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 8. Students will demonstrate an understanding of the relationship between positive cultural/ethnic identity and the mental well-being of ethnic individuals. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Have students create "NAME ACROSTICS" for themselves and others. Have students write their own names vertically on a sheet of paper. For each letter of their first name, have the student identify a word, phrase, or symbol that has associational meaning for his or her ethnic group. For example, Anne Jackson's (a Black American) acrostic might appear something like this:

A--mbitious	J--azz
N--ice	A--frican Heritage
N--atural	C--orn bread
E--nergetic	K--
	S--outhern United States Origin
	O--ppressed history
	N--orthern migration

After completing their own name acrostics, have the students work in two-member teams, identify a well-known person from their own or some other ethnic group, and make the same kind of acrostic for that person. To add a creative flair to this activity, the students could be asked to illustrate, with drawings or photos their acrostics, either as an entity, or separate illustrations for first and last names. When all acrostics are completed, display them around the classroom.

7-9

Have students read a biographical or autobiographical book or essay written by an ethnic/cultural author which deals with how that person came to terms (or failed to) with and learned to accept his or her own ethnic/cultural identity. After finishing the book or essay, ask the students to discuss and/or write essays on such questions as:

A. What kinds of attitudes and behaviors did the protagonist exhibit which suggested he or she had a low opinion or distorted perception of himself or herself, and his or her ethnic/cultural group?

RESOURCES

Moquin, Wayne, Makers of America. Encyclopedia Britannica (S/T)

"Minorities Have Made America Great" (filmstrip series). Schloat Productions (S/T)

Fellows, Donald, A Mosaic of America's Ethnic Minorities. John Wiley and Sons (S/T)

Ethnic Chronology Series. Oceana Press (S/T)

Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S/T)

Americans All. Zinger (S/T)

Saiki, Patsy Sumie, Sachie: A Daughter of Hawaii. Lisaku, Inc. (S/T)

Teague, Robert, Letters to a Black Boy. Walker & Company (S/T)

Little, Jean, Kate. Harper & Row (S)

Wong, Jade Snow, Fifth Chinese Daughter. Harper & Row (S/T)

"Geronimo Jones." Learning Corp. of America (S/T)

Contredas, Hilario H., "The Chicanos Search for Identity" in Albert C. Chavez's Yearnings. Pendulum Press (T)

Fante, John, "The Odyssey of a Wop" in Wayne Miller's A Gathering of Ghetto Writers. American University Press (S/T)

Thomas, Piri, Down These Mean Streets. Signet (S/T)

Gonzales, Rodolfo, I Am Joaquin. Bantam Books (S)

Krumgold, Joseph, And Now Miguel. Thomas Y. Crowell (S)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 8. Students will demonstrate an understanding of the relationship between positive cultural/ethnic identity and the mental well-being of ethnic individuals. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued B. What kinds of experiences did the person encounter that caused him or her to have a negative self concept? C. How did the person attempt to deal with these problems? D. How did the person eventually overcome his or her negative self concept and cultural/ethnic identity, or why did he or she fail to do so? E. Why do you think the person was a "better human being" after he or she came to understand and accept his or her cultural/ethnic heritage and identity?	"Minority Youth" (film series). BFA Educational Media (S) Wong, Shawn, Homebase. I. Reed Books (S/T) Meyer, Carolyn, Eskimos: Growing Up in a Changing Culture. Atheneum (S)

Objective 9. Students will use the processes of critical thinking and problem solving to analyze issues pertinent to the histories, lives, and experiences of different cultural/ethnic individuals and groups in the United States.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Introduce students to the concepts of cultural/ethnic/racial "stereotyping" and "discrimination" with these activities: A. Challenge the students to explain why some children in the class seem to shy away from other children who are Black, Anglo, Mexican American, Jewish, Chinese American or handicapped. A role play might help facilitate discussion on this topic B. Ask students to explain how some children show others they do not like them (e.g., name-calling or refusing to play with them) C. Invite students to draw pictures about how they feel about being disliked because of their race, ethnicity, religion D. Invite students to help write a class free verse poem on the same topic, draw or cut from magazines pictures which show emotions that may symbolize how others feel about being disliked and avoided because of their race, culture, or religion.	Shiman, David A., The Prejudice Book. Anti-Defamation League (T) Haugaard, Kay, Myeko's Gift. (S) Cummings, Marianne, Individual Differences. Anti-Defamation League (T) Ethnic Magazines "I Wonder Why." Anti-Defamation League (S/T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 9. Students will use the processes of critical thinking and problem solving to analyze issues pertinent to the histories, lives, and experiences of different cultural/ethnic individuals and groups in the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6	
Have students use newspapers, radio and television newscasts, and news magazines to identify social problems "in the news" which are particularly pertinent to different cultural/ethnic groups in the United States (such as crime, unemployment, education, housing and racial tensions). Have the students clip the news stories and/or acquire a copy of the radio/television news report (these will be needed to complete the following activities). Then, have the students: A. Read the news stories again for factual information, and to make sure they deal with major cultural/ethnic social and civic problems B. Develop a list of ways news reporting can be racially, ethnically, culturally, and/or socially biased (i.e., place location of the items in the story or program, word usage or type of headlines) C. Analyze their news stories by the set of criteria they have developed to determine the degree to which the news stories contain ethnic/cultural, racial, sex and/or class biases	Local daily newspapers Newsweek; U.S. News and World Report; Time; etc. (S/T) Daily national television networks news reports (S/T) Ethnic Newspapers and Magazines (S/T) "Black History: Lost, Stolen or Strayed." BFA Educational Media (S/T) Behind the Headlines. Anti-Defamation League (S/T) Martinez, Thomas M., "Advertising and Racism: The Case of Mexican Americans." Voices. Quinto Sol Publications, 1971 (T) The Asian Image in the U.S. Asian Americans for Fair Play (S/T)
7-9	
Develop and conduct moral dilemmas activities, value analysis, inquiry and problem solving exercises on such ethnically-specific issues as: A. Affirmative action B. Assimilation into the mainstream culture C. Unequal protection and application of the law D. Racism and oppression E. Unequal pay for equal job qualifications and performance F. Conflicting cultural and ethnic values and expectations G. Resurgence of right-wing racial supremist organizations and activities	"Values Clarification: Out of the Fog, Into the Clear" audio cassettes Affective House (T) Simon, Sidney, et. al. Values Clarification. Hart (T) Galbraith, Ronald E. and Jones, Thomas M., Moral Reasoning. Greenhaven Press (T) "My Friend" from Self Incorporating Series. Agency for Instructional Television (S)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 10. Students will define ways they, in their roles as students, can contribute to greater freedom for themselves and others, improve inter-ethnic and inter-cultural group relations.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Explain to the students that one of the ways they can better practice their roles as students in a multiethnic, culturally pluralistic school and society is to become better informed as to how different groups are discriminated against, to learn how to avoid contributing to this, and to encourage others to treat people who are different more equitably. Then, lead the students in a discussion of how the elderly are discriminated against. Help them generate a list of ideas, and place these on a large piece of newspaper print. When the list is completed, read it to the class, and make sure the students understand all the ideas listed. Then, have the students draw a "Do and Don't Picture" of how elderly people are treated and/or how they should/ should not be treated. Display these pictures on the bulletin board. Finish the discussion with a review of "What We Have Learned" not to do toward elderly people when we are being good citizens.	Tiedt, Pamela . and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)
	De Paola, Tomie, Nana Upstairs and Nana Downstairs. Putman (S)
	Miles, Miska, Annie and the Old One. Little, Brown and Company (S)
	Bliss, Betty and Gersten, Irene F., Ecidujerp/Prejudice. Anti-Defamation League (S/T)
	"Just Like You." Anti-Defamation League (S/T)
	Robles, Al, Looking for Ifugao Mountain. Children's Book Press (S/T)
The teacher together with the help of students, can construct a bulletin board and/or class mural which depicts how elderly people and/or people who belong to different cultural/racial groups are sometimes treated and/or how they should/should not be treated.	
Provide opportunities for individuals from different cultural/ethnic groups to visit the classroom and participate in activities such as school open-house days; cultural festivals; and special holidays which focus on particular cultural/ethnic celebrations.	
4-6	
*Ask students if they think their school provides for and supports "uniqueness" or "diversity." Then ask students to list, individually, ten experiences and ten worst experiences in school. Share the completed list with the whole class.	*This exercise is taken from, Pasternak, Michael, Helping Kids Learn Multicultural Concepts: A Handbook of Strategies. Research Press Company (T)

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GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 10. Students will define ways they, in their roles as students, can contribute to greater freedom for themselves and others, improve inter-ethnic and inter-cultural group relations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6 continued

Ask the students, individually, to think of new names for their school. Each name should reflect the student's feelings about those school experiences previously listed. Encourage them to be candid about their choices. When the new school names have been selected, divide the class into small groups of four or five, and have each student share one school name, and the reasons for choosing that name. Have a group recorder list the reasons, avoiding duplication. Ask the students to discuss the following questions:

- Does everyone have the same experiences and feelings about the school?
- Why do you think some students' experiences are so different from others?
- Do you think everyone at school is treated fairly?
- Do you (as students) expect certain individuals and groups to have a more difficult time at school than others? Who are these people? Why do you feel that way?
- Do you think teachers and principals expect certain individual or groups of students to have a difficult time at school? Why do you think that?
- Do you think some people in schools are prejudiced toward certain groups? Children who behave differently? Children who dress differently? Children who don't learn easily? Children who look differently?

Have the class make a list of suggestions of how they, along with their teachers and principals, can better prize and promote human diversity, and, thus, make the school a better place to live, learn, and relate to each other. Include in the discussion and lesson consideration of the terms: prejudice, bias, stereotype and discrimination. Also, have students develop lists of how they and others can become less prejudice and biased and eliminate discrimination.

RESOURCES

Simon, Sidney, Values Clarification. Hart (T)

Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

IMPACT: A Plan for Classroom Management. Contemporary Press (S/T)

Reid, Virginia M., Reading Ladders for Human Relations. American Council of Education (S/T)

"I Wonder Why." Anti-Defamation League (S)

"Free To Be." Anti-Defamation League (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 10. Students will define ways they, in their roles as students, can contribute to greater freedom for themselves and others, improve inter-ethnic and inter-cultural group relations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Explain to students that "language usage" is a means of discriminating against certain individuals and groups. Ask them to discuss the meaning of discrimination, how it is a denial of freedom, and how language perpetuates discrimination (against groups such as ethnics, racial minorities, men and women, handicapped and elderly).

Divide the class into four (4) groups. Ask Groups I and II to list as many negative meanings/definitions and usages for the word "black" (e.g., black-day, blackmail, and blackball). Ask Groups III and IV to generate lists of positive usages and meanings for the word "black" (e.g., "in the black" and "black soil"). Display the lists of the different groups, and compare the results. Ask the students to respond to the following questions:

- What do you think about your discoveries?
- What can you do about your discoveries?
- Do the meanings/usages of "black" perpetuate stereotypes and help to discriminate against Afro-Americans?
- What are you willing to do to minimize this kind of discrimination and denial of freedoms?

After the discussion, show the film, "Unlearning Indian Stereotypes." Discuss how it ties into the idea of discrimination against individuals and groups through language usage. Conclude the lesson by having students write essays or creative prose on "How To Avoid Discrimination in Language Usage."

The teacher may wish to extend this exercise by including language stereotypes and discrimination of other cultural/ethnic groups such as women, the elderly, the handicapped and foreigners.

RESOURCES

Dictionaries

Racism in the English Language. Council on Interracial Books for Children, Inc. (S/T)

Council on Interracial Books for Children Bulletin. Council on Interracial Books for Children, Inc. (S/T)

Simmons, Gloria M. and Hutchinson, Helene D., Black Culture: Reading and Writing Black. Holt, Rinehart and Winston (S/T)

"Unlearning Indian Stereotypes." Council on Interracial Books for Children, Inc. (S/T)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

The Asian Image in the United States: Stereotypes and Realities. Asian Americans for Fair Media (S/T)

Tiedt, Iris M., Teaching for Liberation. Contemporary Press (T)

Aman, Reinhold, A Dictionary of International Slurs. Sci-Art Publishers (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 11. Students will analyze factors and forces which may account for ethnic/cultural group clustering in certain vocations, professions and careers.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 The teacher together with students will construct a bulletin board which shows the types of vocations or professions which are represented by the families and friends of students within the class. Also, have students note what types of jobs the people in their reading, social studies and science books are doing. Keeping in mind the age/grade level of students, the teacher can discuss with students whether males/females and cultural/ethnic groups are depicted in traditional job roles, and encourage students to consider the possibilities for non-traditional career job roles.	The Annual and Long Range State Plan for Vocational Education in Michigan. Michigan State Department of Education, (1978-1982) (T) Rose, Glazer, Sociology: Understanding Society. Prentice Hall (T)
4-6 Show film depicting the life-style and occupations of early immigrants to Michigan and other states. Follow-up with films depicting the life-style and occupations of later immigrants or migrants. Lead the class in a discussion of how many immigrants or migrants were unable to utilize in their new homes skills which had enabled them to be successful in various vocations, jobs or careers in their homelands.	Filmstrips: Encyclopedia Britannica Educational Corporation "Regions of the U.S. - Northwest" "Regions of the U.S. - The South" "Regions of the U.S. - Midwest" "Regions of the U.S. - Interior West" "Regions of the U.S. - Pacific West" "Regions of the U.S. - The Great Plains" "Regions of the U.S. - I'm the Man Who Built This Nation" Minorities Filmstrips by Social Studies School Service include: "Minorities - Italian" "Minorities - Jews" "Minorities - Germans" "Minorities - Irish" "Minorities - American Indian" "Minorities - Japanese & Chinese" "Minorities - Mexican Americans" "Minorities - Los Puertorequenos" "Minorities - Negroes" "A Nation of Immigrants" (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 11. Students will analyze factors and forces which may account for ethnic/cultural group clustering in certain vocations, professions and careers. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Have students locate information about the percentage of ethnic groups represented in each of the following vocational areas:

A. education
B. medicine
C. engineering
D. coal mining
E. farming
F. auto workers
G. business and industry
H. unskilled and semi-skilled labor

The ethnic groups to be studied might include Polish Americans, Slavic Americans, Black Americans, Native Americans, Asian Americans and Hispanic Americans. Have the students compare the size of respective groups with the overall population and the percentage of cultural/ethnics represented in each vocation. Derive from these comparisons some conclusions about "ethnic group vocational clustering". The students' final report should provide figures and explanations on such issues as "Why there are so many Blacks playing football and besketball, but very few Blacks are coaches, managers and commissioners." "Why there are so many Mexican American migrant workers, but virtually no Mexican American agricultural-business people." "Why there are so many Asian Americans in mechanical and technical careers (such as engineering) but so few in the humanities, arts and social sciences."

RESOURCES

Pictures: (produced by David Cook)

"Black Americans Struggle for Equal Rights"
"Black Americans Yesterday and Today" (S/T)

Tape Cassettes: Media Materials, Inc.

"Black People Helped Build America"
"Germans Helped Build America"
"Indians Helped Build America"
"Irish Helped Build America"
"Italians Helped Build America"
"Jewish People Helped Build America" (S/T)

Charts:

U.S. Bureau of Labor Statistics (S/T)

Leifer, Aimee Dorr and Lesser, Gerald, The Development of Career Awareness in Young Children NIE Papers in Education and Work No. I. The National Institute of Education (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 12. Students will apply the concept of "change" in developing a better understanding of cultural/ethnic groups attitudes, values and behaviors, as well as inter-ethnic group relations.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Where possible, divide the class into groups of three or four according to their cultural/ethnic group, i.e., Black, Anglo, Filipino and Vietnamese. If such a variety does not exist, have some students select a group to represent. Assist each group in making folders -- one labeled "In my grandparents times," "In my parents times", "In my own life time." They are to then collect the following information to be placed in each folder: A. Photographs of family members B. Pictures of their ethnic group as depicted in these three different time spans C. Names and descriptions of favorite stories, books, TV programs and movies D. Favorite famous individuals E. Favorite pastime or recreational activities F. Words and terms used in the different time spans to refer to their ethnic groups After all three folders are completed have students use the materials to make a composite scrapbook for their respective ethnic family groups. Display the completed scrapbooks around the room. Ask the students to share with each other what they have observed and learned about "change" within and among ethnic groups as a result of doing these activities (modify the activity to fit the age/grade level of students).	Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T) "Five Families." Scholastic (S) "Six Families in the U.S." (sound filmstrips) Encyclopedia Britannica Educational Corporation (S) "Just Like You." Anti-Defamation League Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)
4-6	
Have students draw a time line which covers their grandparents dates of birth through the present. The students are to divide the time line into segments according to significant events in the life-spans of their families, such as their grandparents dates of birth, parents dates of birth, their own and their siblings dates of births. Plot this information just above the time line. Just below the time line, and corresponding with the same dates as the "family history", have the students list significant events in the experiences of their own ethnic groups.	Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T) Ethnic Chronology Series. Oceana Press (S/T) "The Story of Ester." Anti-Defamation League (S)

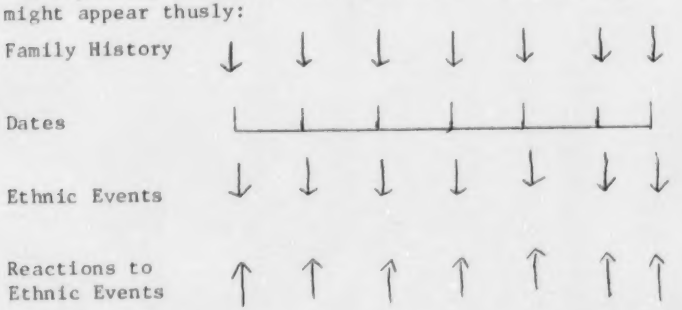
GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 12. Students will apply the concept of "change" in developing a better understanding of cultural/ethnic groups attitudes, values and behaviors, as well as inter-ethnic group relations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6 continued

(For example, 1942, birth of mother--Japanese Americans interned; 1955, father's bar mitzvah--Montgomery Bus Boycott.) Once the time line is constructed, ask the students to interview their family members to find out how they remember personally feeling and reacting to the significant ethnic group experiences/events identified. Also, ask them to recall how the ethnic group reacted generally (for example, how a child's mother remembers personally feeling, and what she recalls about how Blacks in general reacted to the death of Martin Luther King, Jr.) toward the event, and what effects they remember the events had on their own ethnic group's attitudes toward other ethnics (e.g., How did the assassination of King affect Black-White relations). Plot these findings at the corresponding points on the time line. The time line might appear thusly:



After all information is entered on the time line, ask the students to draw some conclusions about how race relations and individuals' personal racial/ethnic attitudes/behaviors may be tied directly to broader social, economic and political events, and the "tenor of the times" in which people live. Also, encourage students to express their learnings and conclusions in some creative and/or symbolic way, such as photo essays, poems, sociodrama, slide or tape presentations.

RESOURCES

Americans All. Zinger (S/T)

Fellows, Donald, A Mosaic of America's Ethnic Minorities. John Wiley and Sons (S/T)

"Minorities Have Made America Great" (filmstrip series). Schloat Productions (S/T)

Ducas, George with Van Doren, Charles, Great Documents in Black American History. Praeger Publishers (S/T)

Moquin, Wayne and Van Doren, Charles, Great Documents in American Indian History. Praeger Publishers (S/T)

Moquin, Wayne with Van Doren, Charles, A Documentary History of Mexican Americans. Bantam Books (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 12. Students will apply the concept of "change" in developing a better understanding of cultural/ethnic groups attitudes, values and behaviors, as well as inter-ethnic group relations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Ask students to examine the political and ideological changes which have occurred over time among and within ethnic groups relative to the groups' self-perceptions, interracial relations, and relationship to mainstream society. Two techniques are to be used to complete this examination. First, have the students conduct research on ethnic group experiences, actions, and reactions in specified time periods. Second, have students interview local citizens about their perceptions and opinions on the nature and causes of changes in ethnic groups' self-perceptions, and relations with other groups and society. Students may use a time line as a way of choosing points of departure for identifying prevailing trends in ethnic groups self-perceptions, interracial relations and relations with society. To facilitate getting information on several groups simultaneously, the class can be divided into small groups, with each group assigned to conduct research on a given ethnic group. The time line for sampling events and reactions might include these dates:

1900 1920 1940 1960 1980

In conducting the research on the ethnic groups, and in conducting the interviews, students should explore such questions as:

A. What were the major social/political issues of concern for the ethnic groups in different time periods?
B. What terminology did the ethnic group use to refer to itself? Was this the same as what other ethnics used to refer to the group (i.e., Latin, Mexican, Mexican American, Chicano and/or LaRaza)?
C. What social/civic actions did the groups engage in in different areas to express their activism?
D. How did the ethnic group intereact with other ethnics?
E. Was the ethnic group promoting assimilation, integration, separation, or . . . for its members?

RESOURCES

Bennett, Lerone, "What's in a Name" from Peter I Rose, Old Memories, New Moods. Atherton Press. pp. 373-383. (T)

Fante, John, "The Odyssey of a Wop" from Wayne Miller, A Gathering of Ghetto Writers. American University Press (S/T)

Cross, William E., "The Negro-to-Black Conversion Experience," Black World, July 1971, pp. 13-27 (T)

Newspaper Files

"Black History: Lost, Stolen or Strayed." Columbia Broadcasting Company (S/T)

Disc-Recordings

"The Story of Ester." Anti-Defamation League (S)

Morrison, Joan and Zabusky, Charlotte R., American Mosaic: The Immigrant Experience in the Words of Those Who Lived It. Dutton (S/T)

Greeley, Andrew M., Why Can't They Be Like Us? Dutton (T)

Gwaltney, John Langston, Drylongso: A Self-Portrait of Black America. Random House (S/T)

Roots: An Asian American Reader. UCLA Asian American Studies Center (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 12. Students will apply the concept of "change" in developing a better understanding of cultural/ethnic groups attitudes, values and behaviors, as well as inter-ethnic group relations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued F. What topics or issues appeared most frequently in the group's music, literature, political rhetoric during different time periods? G. What social, economics, political events occurred in mainstream society that paralleled the ethnic group's social and civic concerns, and relational patterns with other ethnic groups? Once the data have been collected from the library, interviews and elsewhere, the students should summarize and share their findings with the entire class. After each small group has presented, the entire class should be asked to make some generalizations and draw some conclusions based on their research findings about how time, settings, and circumstances affect ethnic groups' attitudes, values, behaviors, and interrelationships. These sharings can be done both orally and in writing.	

Objective 13. Students will develop an understanding of and an appreciation for different cultural/ethnic groups' value systems and attitudes toward the physical environment.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Read aloud to students stories, fables, folktales, and myths about how different cultural/ethnic groups explain the elements of nature (i.e., night, day, wind, rain and snow), and what they perceive as the "correct" relationship between humans and nature. For example, many Native American tribal groups revere natural elements, and feel humans should strive to live in harmony with nature; Anglo Americans as a group strive to conquer and control nature. Together with students construct a bulletin board and/or mural which depicts some of the stories and students experiences in regard to maintaining, protecting and improving their environment.	Momaday, N. Scott, The Names: A Memoir. Harper and Row (T) "Legends and Tales From Around the World." Troll Associates Cassettes (S/T) "Folk Tales of Ethnic America." Teaching Resources (S) "American Indian Nature Legends" (sound filmstrips). Troll Associates (S/T) Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T) Tallman, Marjorie, Dictionary of American Folklore. Philosophical Library (T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 13. Students will develop an understanding of and an appreciation for different cultural/ethnic groups' value system and attitudes toward the physical environment. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Arrange for the students to go on an "environmental scavanger hunt" through different neighborhoods. The purpose of this scavanger hunt is to identify different ways in which various groups "relate positively to and/or abuse the natural environment." The students will need note pads, cameras, and film. They should be organized into small groups or pairs to scan the different neighborhoods. The members of the student groups should make notations of what they see related to such things as trash disposal, use of nature to adorn homes, cleanliness of the streets, what kinds of buildings other than family homes exist in the neighborhood, what kinds of activities are going on. The students should also take pictures of what they observe. When the scavanger hunts are completed, students return to the classroom and make photo essays, collages and/or picture books summarizing their findings of how members of different neighborhoods relate to the environment. Compare the visual essays of the student groups to see if any generalizations can be derived about attitudes toward the environment within and among ethnic groups. This activity can be modified to examine neighborhoods by socio-economic class (i.e., lower class neighborhoods, middle class neighborhoods, upper class neighborhoods and industrial versus residential neighborhoods). Students can explore whether both economics and ethnicity affect peoples attitudes and behaviors toward the environment.	Note pads, cameras, film, tape recorders Acquire brochures, films, and filmstrips from local, state, and natural environmental protection agencies Group for Environmental Education (GEE) (S/T) Pursell, Margaret S., A Look at the Environment. Lerner Publications (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 13. Students will develop an understanding of and an appreciation for different cultural/ethnic groups' value system and attitudes toward the physical environment. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Identify five major environmental issues of current concern in your city, state, the nation, and/or the world. These might include industrial waste disposal; pollution of the air, lakes, and rivers; destruction of wildlife (endangered species); destruction of natural vegetation to make way for industrial progress; traffic congestion. Ask the students to develop a list of questions appropriate for getting individuals' attitudes, values and opinions on these issues. Then, identify different ethnic groups (e.g., Blacks, Filipinos, Vietnamese, Anglo, Hispanics, Native Americans, Applachian Whites and Greek Americans) and categories of individuals within the groups (e.g., parents, laborers, service personnel, homemakers, business persons, professionals and youngsters) to be interviewed. Organize the class into small ethnically mixed groups. Assign an ethnic group to each student group for interviewing purposes. Have the students conduct the interviews and compile their findings. Examine the findings to see if any commonalities or consensus of opinions on the issues exist across different categories within ethnic groups. If possible derive some generalizable statements about environmental attitudes and values for each ethnic group. Compare these generalizations with writings on various ethnic groups attitudes and values toward nature and the environment to see if there are any consistencies. Have students develop some hypotheses about the degree to which different ethnic groups are likely to engage in socio-civic activities related to environmental issues, based on what they have now learned about ethnic attitudes, values and behaviors toward the environment.	Brochures from local Chambers of Commerce, State and National Environmental Protection Agencies Federal Department of Conservation Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T) Marriott, Alice and Rachlin, Carol, American Indian Mythology. Thomas Y. Crowell (S/T) News magazines, such as Time, Newsweek (S/T) Ethnic newspapers and magazines (S/T) Group for Environmental Education (GEE) (S/T)

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GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 14. Students will compare different ethnic groups' family structures and functions with respect to child rearing processes and patterns of inter-personal relations.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

Together with students make a list of behaviors the students parents approve of. Opposite each behavior listed indicate what parents do to express their approval of the behavior. On the opposite side of the paper make a list of behaviors parents disapprove of, and how their disapproval is expressed. Students should be encouraged to identify the ethnic group to which they and their parents belong. After the behaviors and parents reactions have been completed, if there are several individuals and/or small groups in the class, compare how approval and disapproval is registered by parents of different groups.

"Five Families." Scholastic (S)

"Six Families in the U.S." (sound filmstrips). Encyclopedia Britannica Educational Corporation (S)

"Families." Troll Associates (S)

4-6

Have students view films and/or filmstrips and listen to recordings about different cultural/ethnic groups family structures, child-rearing practices, inter-personal relations, and sex role expectations. Ask them to record important points about these different aspects of human behavior as they observe and listen to the media. Compare and contrast the results across several different cultural/ethnic groups. The students should also make some generalizations about cultural/ethnic groups family structures, values, and child-rearing practices from what information they get from the media they are using. To facilitate both the recording of information and making generalizations the students might use a pre-planned Data Recording Sheet such as this one:

ETHNIC GROUP	BEHAVIORS/VALUES OBSERVED	GENERALIZATIONS
- Anglo Americans		
- Vietnamese		
- Hispanics		

"Nothing But A Man." Benchmark Films (S/T)

"Children of the Inner City" (filmstrip series) Society for Visual Education (S/T)

"Minority Youth" (film series). BFA Educational Media (S)

"Minorities Families" (filmstrip) Coronet Instructional Media (S)

Weiner, Sandra, Small Hands, Big Hands: Profiles of Chicano Migrant Workers and Their Families. Pantheon Books (S/T)

GOAL D: STUDENTS WILL HAVE A SOUND PREPARATION FOR A PRODUCTIVE PARTICIPATION IN ONE OR MORE CULTURES

Objective 14. Students will compare different ethnic groups' family structures and functions with respect to child rearing processes and patterns of inter-personal relations.

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Ask students to develop a list of things to look for and questions in examining male-female, parent-parent, and parent-child relationships, which would suggest important values, attitudes, and behaviors taught through child-rearing processes. Divide the class into small groups and assign each student group to conduct research on a particular cultural/ethnic group. Ask them to take the list of observation questions developed by the class, visit locales (such as churches, recreational centers, grocery stores and shopping centers) where members of their assigned cultural/ethnic groups tend to congregate. Use the list of questions to guide their observations of parent-child interaction patterns. Several "observation trips" should be made to get information in different settings and at different times. After all the information is recorded and compiled, have each student group use resources within the library to obtain information about the particular cultural/ethnic group being studied in regard to family structure, value system, and child-rearing practices to check on their own observations and conclusions for accuracy against what the scholars say. Have each small group share its findings with the entire class. Compare results across cultural/ethnic groups.

RESOURCES

"Minority Families" (filmstrip). Coronet Instructional Media (S)

Comer, James P. and Poussiant, Alvin F., Black Child Care. Simon and Schuster (S/T)

Lifton, Betty Jean and Fox, Thomas, Children of Vietnam. Atheneum (S/T)

Meyer, Carolyn, Eskimos:Growing Up in a Changing Culture. Atheneum (S)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 1. Students will be able to give examples of how our communication system has been adapted to facilitate communication with people of other cultures.

(NOTE: "SIGNAGE" REFERS TO INTERNATIONAL ROAD SIGNS)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
The teacher will have students discuss the many ways that we communicate with others. Lead students to discuss a variety of ways we use to communicate, i.e., smiling, speaking, writing, drawing, dancing. Lead students into examining how we might adapt some of our communication methods for a person who was blind, deaf or lame. What kinds of adaptations would be necessary if the person did not speak English? Together with students the teacher might construct a bulletin board which depicts how people who speak different languages communicate.	Castle, Sue, Face Talk, Head Talk, Body Talk. Doubleday (S) Corly, Iron Eyes, Indian Talk: Hand Signs of the American Indian. Canyon Records (S/T) Charlip, Remy, et. al., Handtalk. Parents Magazine Press (S/T) Newspaper and magazine ads Various local, state and national agencies concerned with handicapped individuals and services National Association of the Deaf (T)
4-6	
Students should discuss International Signage. Using pictures from magazines, and leaflets from the Secretary of State's Office on signage used in traffic signs students should test their abilities in reading signage. Make a list of common shapes and themes together as a class, to keep the common elements of signage in mind as the class begins some signs which follow the format of International Signage and illustrates some of the classroom or school rules.	The World Book Dictionary. World Book Child Craft (S) U.S. Department of State (S/T) Encyclopedias (S) Dreyfuss, Henry, Symbols Source Book. McGraw-Hill Book Company (S/T) Cheyney, Arnold, Teaching Children of Different Cultures in the Classroom. Charles E. Merrill (T)
7-9	
Discuss how "body language" can facilitate or confuse cross-cultural communication. Using examples from Edward Hall's "Making Sense Without Words" students should discuss aspects of body language that can be easily misinterpreted by people of different cultures. Discuss why knowledge of the meaning of body language can be as important as learning a foreign language when communicating with someone from another culture. What kinds of adverse affects could improper body language have on you if it were witnessed by a teacher or parent?	Hall, Edward, The Silent Language. Fawcett World Library (T) Hall, Edward, Beyond Culture. Ancor Press (T) Hall, Edward, "Making Sense Without Words" in Fersh, Seymour, Learning About People and Culture. McDougal, Littell and Company (S/T) Amon, Aline, Talking Hands: Indian Sign Language. Doubleday (S) Corly, Iron Eyes, Indian Talk: Hand Signals of the North American Indians. Canyon Records (S) Fast, Julius, Body Language. Dutton (S/T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 2. Students will be able to describe why knowledge of the metric system is important to their understanding of today's culturally pluralistic world.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Have students measure objects with their bodies as was the practice before the advent of units of measurement. The parts of the body used should be - hands wide, fingers thick, length of forearm (from elbow to tip of middle finger) and length of foot.

After students are comfortable using their bodies as measuring tools, ask them to measure the same objects (window, desk and door) using their body and to record their answers.

Then have the students give their recorded responses for the objects they measured. Compare the responses. Guide the students to note that even though they measured the same objects their measurements differed. As a class try to determine why. Have students give a rationale for a standard form of measurement.

4-6

Have the students define the following terms; then, respond to the similarities and differences between terms within each system.

Metric System	English System
millimeter	inch
centimeter	foot
decimeter	yard
meter	rod
kilometer	mile

Then ask students which system seems to be the least difficult to work with or compute? Have the students figure out the problems listed below and answer which is easier to figure and why?

- How many feet in 37 miles?
- How many meters in 37 kilometers?

Have students name as many countries as they can that use the metric system and as many countries as they can that use the English system. Ask them to hypothesize as to the different problems inherent in being one of the few countries that uses the English system. What is being done about it? Is it important to change? Should we do more?

RESOURCES

Deming, Richard, Metric Now. Dell Publishing Company (T)

Encyclopedias

Donovan, Frank. Prepare Now for a Metric Future. Weybright and Talley (T)

"The Metric System for the Intermediate Grades: Sets One and Two." Pathescope Educational Films, Inc. (S/T)

Keller John J., Metric Manual. J.J. Keller and Associates (S/T)

Metric System. U.S. Department of Commerce, National Bureau of Standards (T)

Deming, Richard, Metric Now. Dell Publishing Company (T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 2. Students will be able to describe why knowledge of the metric system is important to their understanding of today's culturally pluralistic world. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Divide the students into the following import/export groups (four or more to a group): France, The Soviet Union, The United States, Canada and Brazil. Give each group an item to import and an item to export based on the items each country has an excess of, and the items each country needs. Ask the students to set units of measurement and price for their export goods. All countries except the United States should use the metric system. Allow the countries to trade with each other. Ask them to note what happens to countries that may wish to trade with the United States when weight and price are discussed. Ask students what implications they think having separate systems of weights and measures would have on the international import-export market?	Keller, John J., Metric Manual. J.J. Keller and Associates (S/T) Deming, Richard, Metric Now. Dell Publishing Company (S/T) Donovan, Frank, Prepare Now for a Metric Future. Weybright and Talley (S/T) Metric System. U.S. Department of Commerce, National Bureau of Standards (S/T)

Objective 3. Students will be able to describe how the values of certain cultural groups might differ from the norm in a democratic society, thereby causing a conflict for some of the cultural group's members.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Read the story Thee, Hannah by Marguerite De Angeli to the class. The story is set in Philadelphia during the Civil War. Hannah's family are Quakers and observe strict dress rules of the Friends. Hannah is extremely unhappy and unwilling to accept the rules of dress which make her different from her friends, until her clothing helps a runaway slave recognize her as a person she could confide in for help. Have students describe and draw Hannah and her non-Quaker friends. How do Hannah's family's values regarding dress differ from other people living in Philadelphia during the Civil War? Show students books or pictures of children in the United States today who dress in ways which express values different from the mainstream. Hasidic Jews or the Amish are two possible choices. After looking at the pictures, can students infer what values are being promoted?	De Angeli, Marguerite, Thee, Hannah. Doubleday (S/T) Turkle, Brinton, Thy Friend Obadiah. Viking Press (S/T) Jordan, Mildred, Proud to be Amish. Crown Publishers (S/T) Elgin, Kathleen, The Quakers: The Religious Society of Friends. David McKay Company (T) Taylor, Sydney, All-of-a-Kind-Family. Dell Publishing Company (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 3. Students will be able to describe how the values of certain cultural groups might differ from the norm in a democratic society, thereby causing a conflict for some of the cultural group's members. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Discuss with students the question of whether or not their parents have ever forbidden them to wear something that other students their age wear? What was the reason they gave. What values supported their decision? This particular story may be more appropriate for an older group of students and primary teachers are encouraged to select a more appropriate story for students at the lower age/grade level.	
4-6 Have students list some mainstream norms in the United States. Have them try to think of as many values that various cultural/ethnic groups in the United States have which are different from the norms listed. Some areas to explore would be: 1. Maintenance of the elderly 2. Roles for men and women 3. Education 4. The function of the family unit 5. Use of the natural environment 6. Religious observances 7. Competition To report to the class each group will give examples of what kind of conflict might occur for each of their examples. To illustrate their report each group will role play one possible conflict area for the class, pointing out how themainstream norm and the ethnic norm are in conflict. This activity is most appropriate for grade six.	Cooke, Alistair, The Americans: Fifty Tales on Our Life and Times. Random House (S/T) "One People." Anti-Defamation League (S) Shull, Peg, Children of Appalachia. Julian Messner (S/T) Meyer, Carolyn, Eskimos: Growing Up in a Changing Culture. Atheneum (S/T) Golden Legacy. Dumas and Moore Distributing Company (S)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 3. Students will be able to describe how the values of certain cultural groups might differ from the norm in a democratic society, thereby causing a conflict for some of the cultural group's members. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Have students read the book Julie of the Wolves or listen to the record as a class, Julie of the Wolves, Newberry Award Records, 1972. Julie is an Eskimo and she is caught in a conflict between living in a traditional manner and learning the modern ways of the white man. After students have read or listened to the story have them discuss questions such as:

- What values does Julie hold that her father has given up?
- Why has her father given up the old ways?
- Where did Julie learn her traditional values?
- Do you hold any values which are different from your parents?

Students might then construct an acrostic to illustrate the conflict Julie suffers being caught between two value systems.

J ust a young girl
U nable to decide what way to follow
L ost on the tundra
I solated and alone, how
E ver will she find a way to go home.

RESOURCES

"Julie of the Wolves." Newberry Records (S)

Craighead, Jean, Julie of the Wolves. Harper and Row (S)

Freuchen, Peter, Book of the Eskimos. World Publishing Company (S/T)

Gallagher, Hugh C., Etok: A Story of Eskimo Power. Putman (T)

Iglaver, Edith, The New People: The Eskimo's Journey Into Our Time. Doubleday (S/T)

Briggs, Jean L., Never in Anger: Portrait of an Eskimo Family. Harvard University Press (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 4. Students will be able to create a list of behaviors which will be necessary for both nations and individuals to practice which will further the cause of peace.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

The teacher together with students will construct bulletin boards and/or paint murals which illustrate desirable types of conflict resolution behaviors, the need for rules, how rules are made and enforced, respecting the rights of others and accepting responsibility. After a reasonable period of time students should consider as a group how they are faring in following rules and accepting responsibility.

4-6

Students should review the "Preamble to the United Nations Charter" for some ideas of behaviors that they might include as necessary for the peaceful survival of the planet Earth. The preamble is generally available in encyclopedias.

Then students working in groups should develop a list of "Survival Behaviors for the Planet Earth." The behaviors should be categorized by the students as either for individuals or for nations.

Rating themselves on a scale from one to ten, students should assign themselves a position on the scale as to how often they display the behaviors they listed. Then they should assign a position to the United States on their scale. The class would then discuss why different members in the class assigned the United States different places.

HOW OFTEN DO I PRACTICE THE "SURVIVAL BEHAVIORS FOR A PEACEFUL EXISTENCE ON OUR PLANET?

Rarely I need to work on this									Always They're important!
1	2	3	4	5	6	7	8	9	10

RESOURCES

"Sing A Song of Friendship." Anti-Defamation League (S/T)

"Why We Have Rules: Shiver, Gobble and Snore." Learning Corporation of America (S)

Eskie, Sunny, A Land Full of Freedom. Anti-Defamation League (S/T)

Encyclopedias

United Nations' Charter (from the United Nations) (S/T)

Grambs, Jean D., Intergroup Education: Methods and Materials. Prentice Hall (T)

Taba, Hilda, et. al., Diagnosing Human Relations Needs. American Council on Education (T)

"Bill of Rights for Children." (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 4. Students will be able to create a list of behaviors which will be necessary for both nations and individuals to practice which will further the cause of peace. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Using colonial America as a time frame students will make a list of survival behaviors appropriate for that time in history. During colonial times would the emphasis for survival behaviors be more on the individual or on countries? How has communication changed the emphasis for who is responsible for the survival of the planet? Has the emphasis changed? Using one of their listed "Survival Behaviors for Colonial Times: students in groups will illustrate the importance of the behavior for peaceful coexistence by role playing. Using the best ideas from each group, the class will make a composite list of "Survival Behaviors." Are the behaviors needed today the same?	Popular magazines like Americana and American History Illustrated U.S. History textbooks (S/T) Nash, Gary B., Red, White and Black: The Early Peoples of America. Prentice Hall (T) Demos, John, Remarkable Provinces, 1600-1760. George Braziller (T) Handlin, Oscar, The Uprooted: The Epic Story of the Great Migrations That Made the American People. Grosser and Dunlap (T) Hoff, Rhoda, America's Immigrants: Adventure in Eyewitness History. Henry Z. Walck (T) "It Could Be a Wonderful World." Anti-Defamation League (S) "Just Like You." Anti-Defamation League (S)

Objective 5. Students will understand that knowledge of a group's history can provide important insights regarding how a group does things.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Using books and pictures introduce the class to gypsies. Ask the students if they have ever heard the word gypsy before? What do they know about gypsies? How did they learn what they know? Has anyone in the class known or spoken with a gypsy? Discuss the word stereotype. What is a stereotype? Students should break up into two teams, the Stereotype Makers and the Stereotype Breakers. The first team should put forth a common stereotype, e.g. all fat people are jolly. The second team will try to give as many concrete examples as possible to prove the stereotype wrong, e.g. "All fat people are not jolly because I have an uncle who is very fat and he never smiles or tells a joke."	Junior Scholastic, September 7, 1978 ("Gypsies: People Behind the Myth.") (S/T) Sutherland, Anne, Gypsies: The Hidden Americans. Free Press (S/T) Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T) Yoors, Jan, The Gypsies. Simon and Schuster. (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 5. Students will understand that knowledge of a group's history can provide important insights regarding how a group does things. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Following this activity the class should examine their stereotypes about gypsies. How did these stereotypes come about? Often stereotypes are over generalizations and simplications of a characteristic of a group of people. What is true about the way in which gypsies live that led people to make up untrue stereotypes? Why do you think people developed a prejudice against gypsies? (This activity is most appropriate for late primary students.)	
4-6 Students might list how historic influences have shaped gypsy behavior today, using resource books and materials. Students can discuss how the role of the gypsy in European society helped to shape the values held by the gypsies. Students will then role play a conflict situation between the values of Gypsies and non-Gypsies with regard to: A. education B. inter-marriage C. distrust of non-Gypsies	Maas, Peter, King of the Gypsies. Viking Press (S/T) Crews, Harry, The Gypsy's Curse. Random House (S/T) Ethnic Chronology Series. Oceana Press (S/T)
7-9 Students should investigate the question, "In what way have persecution and discrimination of the Gypsies caused them to behave in ways that further intensify communication problems with other groups? Examine these kinds of things? A. the basic mistrust of non-gypsies which becomes a block in understanding when gypsies refuse to communicate with a non-gypsy, except in business. B. refusal by gypsies to accept education or integration with non-gypsies in any aspect of mainstream culture.	

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 6. Using samples of different ethnic groups' folklore, students will be able to describe how a group's view of nature influences how the members of that group behave in particular situations.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

The teacher should read a variety of ethnic folktales which reflect the cultural traditions and beliefs of different ethnic and cultural groups. Tell the students what folktales are, and why they are a part of the cultural traditions of ethnic groups. After students have listened to several different folktales, and have acheived some competency in getting "the moral of the messages" embedded in them, ask the students to discuss how different beliefs expressed in folktales affected the peoples' lives and behaviors. Then, help the students prepare a dramatization of some folktales. Make sure each student in the class has some part to play in the production of the dramatization. Other classes and/or parents can be invited to view the dramatizations.

Tallman, Marjorie, Dictionary of American Folklore. Philosophical Library (T)

Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S/T)

"American Indian Nature Legends." (sound filmstrips) Troll Associates (S/T)

Roessel, Robert A., and Platero, Dillon, Coyote Stories. Navajo Curriculum Center Press (S/T)

Folk Tales From Asia. Asian Center for UNESCO (S/T)

Lester, Julius, Black Folktales. Richard W. Baron Publishing Company (S/T)

Weilerstein, Sadie, The Adventures of K'tonton, a Little Jewish Tom Thumb. Bloch (S)

Alexander, Frances, Mother Goose on the Rio Grande. National Textbook Company (S)

Whitney, Alex, Stiff Ears: Animal Folktales of the North American Indian. Henry Z. Walck (S/T)

4-6

Have students read a folktale from three or four different ethnic groups. For each one read, do the following: answer the questions, compare the answers across ethnic groups, and share the results in a total class discussion:

-- Describe the various characters
-- Describe the setting of the story
-- List the events of the story in sequential order
-- What was the theme of the story
-- What does the story tell about the values and beliefs of the different ethnic groups in general, and about elements of nature (e.g., sun, rain, night and day) in particular

Folk Tales from Asia. Asian Center for UNESCO (S)

Sauvaglau, Juan, Stories That Must Not Die, Volumes I-III. Oasis Press (S/T)

McEntee, Dorothy, Nine Tales of Raven. Harper and Row (S)

Parades, Americo, Folktales of Mexico. University of Chicago Press (S/T)

Wigginton, Eliot, Foxfire Book, I and II. Anchor Press (S/T)

Nunn, Jessie A., African Folktales. Funk and Wagnalls (S)

Hurston, Zora Neale, Mules and Men. Harper and Row (S)

Marriott, Alice and Rachlin, Carol, American Indian Mythology. Thomas Y. Crowell (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 6. Using samples of different ethnic groups' folklore, students will be able to describe how a group's view of nature influences how the members of that group behave in particular situations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6 continued

After the class discussions are complete, have the students make a bulletin board on "What Folktales Teach Us About Peoples and Cultures." This bulletin board can include summary statements based on the students' readings and discussions, along with symbolic representations of what the students have learned (e.g., drawings, pictures, poems and designs).

7-9

Have students identify several ethnic and/or cultural groups to study. After these groups are identified, divide the class into small groups. The number should coincide with the number of ethnic groups selected for study. Have each small group do an indepth study of the folktales and legends of one of the ethnic groups. The purpose of this study is to determine how various acts and elements of nature influence the values, beliefs, and lifestyles of the different ethnic groups (e.g., the hunting tales of Appalachia speak to the sense of sharing and generosity evident among the people; the B'rer Rabbit tales of Black Americans attest to the value of perseverence and overcoming incredible odds and adversaries prevalent among Blacks; and the frequent references to the sun in Native American folktales reflect their attitudes toward time, and their deep reverence for living harmoniously with nature). After the small groups have completed their studies, have them write essays about how different cultural/ethnic groups' lifestyles are influenced by acts and elements of nature, as illustrated by the groups' folktales and legends. Share these essays with the entire class for cross-cultural group comparisons.

RESOURCES

Marriott, Alice and Rachlin, Carol, Winter-Telling Tales. Thomas Y. Crowell (S/T)

O'Favlian, Eileen, Irish Sagas and Folktales. Henry Z. Walck (S)

Dorson, Richard, Buying the Wind: Regional Folklore in the United States. University of Chicago Press (S/T)

Espinosa, Gilberto, Heroes, Hexes and Haunted Halls. Calvin Horn (S)

Other sources of ethnic folktales can be found in: Cartel, Dissemination and Assessment Center for Bilingual Education; Banks, James A., Teaching Strategies for Ethnic Studies, Allyn and Bacon; Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching, Allyn and Bacon; Carlson, Ruth Kearney, Emerging Humanity: Multi-Ethnic Literature for Children and Adolescents, William C. Brown and Company; and Tallman, Marjorie, Dictionary of American Folklore, Philosophical Library (T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 7. Students will be able to illustrate how people all over the world participate in the decorative arts as an expression of their humanity.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
To illustrate the wide variety of designs and color that people belong to various cultural groups use, students will design a border for the classroom with samples from different cultural groups. Students should look for similarity in shapes and colors between cultures. Then, using a narrow roll of paper 6" wide and approximately 30 feet long, students will use designs which are representative of the cultural/ethnic group they identify with or choose to represent to decorate a twelve inch section of the roll. When it is completed the rolle should be used to decorate the classroom walls. Emphasis should not be on whether students are able to identify and/or know which group is responsible for particular designs. Rather the intent is to emphasize the affective mode.	Menten, Theodore, Japanese Border Designs. Dover (S/T) Menten, Theodore, Chinese Paper Cut Designs. Dover (S/T) McKim, Ruby, One Hundred and One Patchwork Patterns. Dover (S/T)
4-6	
Students will choose five different ethnic groups and find examples of their decorative arts. From the examples students will look for similarities in design-shapes, symmetry, color. Students will then investigate to determine if any of the designs used had special meaning to the group - good luck, health, religious significance. Each student will then reproduce a design representative of one of the groups he/she investigated. The class will then cut out the designs and put them together in a multicultural collage on a bulletin board.	Musgrove, Ashanti to Zulu: African Traditions. Dial Press (S/T) Feder, Norman, American Indian Art. Harry N. Abrams Publishers (T) Naylor, Maria, Authentic Indian Designs. Dover (S/T) American Indian Art Magazine (S/T)
7-9	
Students will conduct research on how the decorative arts often reflect the lifestyle of a cultural/ethnic group. The class will break up into several groups. Each group will choose a cultural/ethnic group to investigate. The group will then conduct research on the topic, and selected members of the group will reproduce samples of typical design patterns. To share their learning, each group will prepare a dramatization on how the decorative art of their cultural/ethnic group reflected the lifestyle of the group.	Comins, Jeremy, Latin American Crafts and Their Cultural Backgrounds. Lothrop, Lee and Shepard Company (S/T) Gacek, Anna, Wycinanki, Polish Folk Paper-Cuts (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 8. Students should be able to examine why the views of physical and mental health held by members of one cultural group may conflict with the views held by members of another cultural group.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Students should listen to the story by Jack Ezra Keats, Apartment Three. The book explores the mistaken impressions about blindness held by two brothers when they meet one of their apartment building neighbors. Following the story students should discuss the topic of what constitutes good physical and mental health. The class should closely examine their definition to see if persons with handicaps are excluded from the category "healthy" as they defined it. Why? Is it correct to assume that those who are handicapped are unhealthy in some way? The teacher might help students to refine their original perceptions if necessary. This activity is most appropriate for late primary grades.

4-6

Students will examine the newspapers for articles dealing with mental health. Each article will be closely scrutinized to see if any adjectives are used in the article that might reveal attitudes about mental health. The class should write to the:

Department of Mental Health
Lewis Cass Building
Lansing, Michigan 48909

to find out about mental health services in the state, and what behaviors characterize good mental health.

Students should contrast our society's view of mental and physical health with the concept shared in some cultures that physical or mental imperfection was often a sign of special favor-being touched by the gods. How does this view of being touched by the gods help a society care for persons often unable to care for themselves? Students should discuss how a person who is perceived as being handicapped in our society is taken care of. What attitudes do others have with regards to handicaps? What could a person do to find out more? The activity needs to be modified as needed for use with 4th - 5th grade children.

RESOURCES

Spence, Eleanor, The Nothing Place. Harper and Row (S/T)

Keats, Jack Ezra, Apartment Three. MacMillan (S)

Gelfad, Ravina and Patton, Letha, They Wouldn't Quit: Stories of Handicapped People. Lerner Publications (T)

Hickford, Jessie, Eyes at My Feet. G. K. Hall (T)

Newspapers

State and local departments of mental health services (S/T)

International health organizations such as the World Health Organization (WHO), UNESCO, UNICEF, etc. (S/T)

Bowe, Frank, Handicapping America. Harper and Row (S/T)

Wolf, Bernard, Don't Feel Sorry for Paul. Lippincott (S)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 8. Students should be able to examine why the views of physical and mental health held by members of one cultural group may conflict with the views held by members of another cultural group. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Students will construct an acrostic about blindness using the word BLIND. After each student has completed an acrostic, they will trade their paper with the paper of another students. Each student will then analyze the acrostic they received and make a list of attitudes revealed in the acrostic.

B eing without sight
L ost in continual night
I n search of direction and
N ever able to confirm
D iscoveries of perceptions

Analysis: This person believes that blind people are continually floundering, and never completely sure or confident of themselves.

After completing the analysis the students should discuss how they got their ideas about blindness. It would be appropriate for students to be able to visit a braille room, and to speak with some students who are either partially sighted or blind. How do these attitudes differ from the attitudes of some American Indians who believe that blindness is a mark of being touched by the gods? How might a person of American Indian culture be shocked to find his/her special gift perceived as a handicap?

RESOURCES

Caroll, Thomas J., Blindness: What Is It, What It Does, and How To Live With It. Little, Brown and Company (S/T)

Resnick, Rose, Sun and Shadow. Atheneum (S/T)

Hickford, Jessie, Eyes At My Feet. G.K. Hall (S/T)

Bowe, Frank, Handicapping America. Harper and Row (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD.

Objective 9. Students will be able to describe how what is logical in one society or for one cultural group may not be considered as logical in another cultural group.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Using books and pictures of various types of homes within their neighborhoods, students might help construct a bulletin board and consider why people live in different types of homes and how the types of shelter used is dependent upon the climate, available resources for construction, and the ability and skill of those who must construct homes. Have students work in small groups to solve the problem of providing themselves with shelter in the woods with a very limited number of tools and supplies. Upon comparing the results of their work note whether each group chose the same solution. Were all the solutions feasible? Were all the supplies used in the most logical way? Do they think that if they belonged to another cultural group or lived elsewhere they would have come up with the same solutions?

4-6

Students should be instructed to write on a sheet of paper the most logical way to address a letter, provide the class with a fictitious name and address of a person in another country. After they have completed this task have the students put their papers aside and read them the following:

"In Asian countries the correct format for addressing an envelope is to use this order: the country, province, city, street, house number and lastly the recipient. It is reasoned that in the first sorting the post office only needs to direct the mail to the correct province, or state, and then to the correct city, so logically that is the information that should be placed first on the envelope. Next the post office needs to know which street the letter will go to and the house number, so logically this information should go next. It is only when the letter is actually delivered to the house that the family members need to know for whom it was intended, so logically the name of the person for which the letter is intended most logically goes last. Therefore, the correct format is one which puts the most important (general) information first and the least important last."

RESOURCES

Americana (magazine)

National Geographic. National Geographic Society (S/T)

Pratt, Richard, Houses, History, and People. Lippincott (T)

World Book Encyclopedia (S/T)

Fowyer, Carol, The Children's Book of Houses and Homes. Usborne/Hayes (S/T)

American History Illustrated (magazine)

Fersh, Seymour, Learning About People and Culture. McDougal, Littell and Company (S/T)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon

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GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 9. Students will be able to describe how what is logical in one society or for one cultural group may not be considered as logical in another cultural group. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Discuss with students why this way of addressing a letter makes sense. Encourage them to think of other ways to address mail that might also make sense. As a class try to list other things that we do that might have other equally logical ways of getting them accomplished. How could all this cause a person from another country problems when trying to adapt to life in the United States.	Keating, Charlotte M., Building Bridges of Understanding Between Cultures. Palo Verde (T)
7-9 Students will discuss how "logic" can be influenced by culture, using the reading, "Much depends on What We Assume: A Bank in Bogota," Learning About People and Culture, Raymond Gorden, pgs. 41-46. The reading explains how American Peace Corps workers in Colombia had great difficulty in doing their banking until they finally learned that what they considered to be the most logical way to cash a check was actually perceived as rude and inconsiderate. Before beginning the reading, students should quickly review what procedures they would use if they were going to cash a check. Students will describe why the Americans and the people in Bogota both thought the other were extremely rude. In what way were the Americans' physical actions unknowingly very rude?	Fersh, Seymour, Learning About People and Culture. McDougall, Littell and Company (S/T) Encyclopedias Human Values and Understanding. Government Printing Office (S/T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Keating, Charlotte M., Building Bridges of Understanding Between Cultures. Palo Verde (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 10. Students will become knowledgeable about traits, values and habits of themselves and others and how to use this knowledge in a manner that will enable them to successfully adapt to living in a culturally diverse nation and world.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Bring samples of several ethnic foods to class that the students are unfamiliar with. If at all possible, avoid bringing foods that may be a part of the regular diets of some students in class. Also, if possible solicit the assistance of local restauranteurs in preparing the foods. Display the foods on a table, and label each one with a letter of the alphabet or a number prior to the students' arrival in class. Tell the students they are going to have a "food tasting party." Have the students taste the different foods. As they are doing this, the teacher should observe, unobtrusively, the students' various reactions to the tastes and smells of the foods, and how their reactions are expressed. After the "tasting party" is over, have the students talk about the foods: Which they liked the most and the least?; What about the foods made them like or dislike them?; How did tasting the foods they liked and disliked make them feel?; How did they express their feelings?; and, What if they had to eat these foods, especially the ones they disliked, everyday? After explaining or identifying the various foods and the ethnic groups they are most associated with, tell the students that foods are a big part of a people's culture. Also, being a good citizen in a culturally and ethnically diverse nation and world requires that they learn to respect different ethnic foods. Help them to understand that to "respect" something is not the same as "accepting" it. Then have the students talk about what they can do to become more tolerant and respectful of those ethnic foods they particularly disliked. Help them to understand how these suggestions will benefit them, and how it is possible that, in time, they may come to like some of the foods they now dislike. (This activity would have to be modified for earlier primary grades)

CAUTION: Because their may be students within the class belonging to cultural groups that do not eat meat or particular types of food, teachers should exercise care to insure that the beliefs and practices of students in their classes who may be members of such groups are respected. An alternative learning activity consistent with the beliefs of such students should be provided.

RESOURCES

Foods of the World Cookbooks (a series including U.S. and international recipes) Time-Life Books (T)

Simon, Sidney, et. al., Values Clarification. Hart (T)

"Adventures of Supernut." Knowledge Aid (S)

Berry, Erich, Eating and Cooking Around the World: Fingers Before Forks. Day (S/T)

Berger, Terry, I Have Feelings. Behavioral Publications (S)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 10. Students will become knowledgeable about traits, values and habits of themselves and others and how to use this knowledge in a manner that will enable them to successfully adapt to living in a culturally diverse nation and world. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Create several situations involving ethnic and cultural differences (e.g., riding a bus with only Chinese Americans speaking Catonese; observing students making fun of another because of his or her race, name or dress; going to a playground where eyeryone else except you speak Spanish; being in class with students who are disrupters and trouble-makers; and playing games with individuals who can't seem to remember the rules). As each situtation is presented ask the students to complete a "Reactions Profile," by recording how they feel about and/or react to the various situations. After all the situations have been presented, and the students' reactions and feelings have been recorded, ask them to file these lists for the time being. Then, discuss the kinds of attitudes and behaviors people should have if they are to be the best possible citizens in a society like ours composed of peoples from different ethnic, racial, and social backgrounds. Make a list of these "personal traits needed to strive in a culturally pluralistic society." Develop a point scale of these for rating one's potential for striving in an ethnically and culturally pluralistic society. For example, if there are ten items on the list, the rating scale might appear something like this: Having 1-3 of the traits means "almost dead and in dire need of help to survive", Having 4-5 points means "somewhat unhealthy, but will possibly survive"; 6-8 rating means "some minor ailments, but surviving fairly well"; 9-10 rating means "in excellent health and thriving." Now, ask the students to take their original list of reactions to the situations, compare it with the list of "Traits Needed to Thrive," and score themselves on how well they are capable of living "healthy and effectively" with ethnic and cultural diversity. Then, have them develop a "Self-Improvement Program" of how they can improve upon those traits in their rating scales which were low, or maintain those on which their ratings were high.

RESOURCES

Noar, Gertrude, Living With Difference. Anti-Defamation League (S/T)

Mary Smith Meets My People. Anti-Defamation League (S/T)

Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (S/T)

Keating, Charlotte M., Building Bridges of Understanding Between Cultures. Palo Verde (T)

Chase, Josephine and Parth, Linda, Multicultural Spoken Here. Goodyear (S)

"Accent on Ethnic America." Multi-Media Productions (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 10. Students will become knowledgeable about traits, values and habits of themselves and others and how to use this knowledge in a manner that will enable them to successfully adapt to living in a culturally diverse nation and world. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Give the students a "Did You Know That . . . " cultural/ethnic survey to test their cultural/ethnic knowledge. Include in this list some of the most obvious achievements or contributions to society made by individuals from various cultural/ethnic groups. In particular, include Blacks, Hispanics, Asian-Americans, Native Americans, Women and Handicapped. Also, include contemporary as well as historical items. Be sure to avoid using obscure items. Twenty items should suffice for this activity. Some sample items might include the following:

- Did you know that a Croatian starred in "Streets of San Francisco?"
- Did you know that President Carter appointed the first Black woman to serve in a President's Cabinet?
- Did you know that a Chinese American was responsible for the Supreme Court deciding a case in favor of bilingual education
- Did you know that the busiest airport in the world is named after an Irish American?
- Did you know that Japanese Americans have specific names for different generations of immigrants in their ethnic group?
- Did you know that the United States has had only one Catholic president who also was the only Irish?
- Did you know that a Black woman has been nicknamed "Moses" because of her efforts to free slaves?
- Did you know that there have been three Jewish Americans appointed to the United States Supreme Court?
- Did you know that only one Native American has been a quarterback for a football team in the National Football League?

RESOURCES

"A Nation of Immigrants." Anti-Defamation League (S/T)

"One People." Anti-Defamation League (S)

"Minorities Have Made America Great" (filmstrip series) Schloat Productions (S)

Ethnic Chronology Series. Oceana Press (S)

"Minorities" (filmstrip series) Social Studies School Service (S/T)

Bernardo, Stephanie, The Ethnic Almanac. Dolphin (S/T)

Fellows, Donald, A Mosaic of America's Ethnic Minorities. John Wiley and Sons (S/T)

In America Series on ethnic groups, published by Lerner Publications (S/T)

Series of publications on ethnic groups produced by Julian Messner (S/T)

Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD.

Objective 10. Students will become knowledgeable about traits, values and habits of themselves and others and how to use this knowledge in a manner that will enable them to successfully adapt to living in a culturally diverse nation and world. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued Divide the class into teams to find out "Who Is It" in each of the twenty "Did You Know That" questions. Allocate a specified time frame for the groups to find answers. After that time, have a play-off contest among the teams (using a format similar to the TV game shows like "Family Feud" or "Name That Tune"). Points should be given for the right answers to the questions. The team with the highest score is the winner. Present the winners with some kind of tangible reward. However, consulation prizes should be given to all of the other teams. When the excitement of the contest has subsided, ask the students to derive some conclusions from these experiences about "personal traits, values and skills needed for individuals to thrive in a culturally and ethnically pluralistic society."	

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 11. Students will learn about the knowledge attitudes and skills needed for successfully performing in various jobs, the types of jobs available in our society, and how traditionally various cultural/ethnic groups have been restricted in terms of jobs they were able to obtain.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students help compose language experience lists, construct bulletin boards, paint murals which focus on the types of jobs people within their community are doing, people in their reading stories and television programs they watch are doing.	Leifer Aimee Dorr, Lesser Gerald, The Development of Career Awareness in Young Children. The National Institute of Education, U.S. Department of Health, Education and Welfare (T)
Prepare class stories and picture collections which depict the types of jobs which may be available when the students "grow up" and which they may want to do.	The Annual and Long Range State Plan for Vocational Education in Michigan, Michigan Department of Education (T)
4-6	
Utilizing a series of tapes such as: "Countdown To The 70's" (developed during 1968-69 by the Atlanta, Georgia School Board. The series consist of 33 tapes about 31 different occupations). Each tape focuses on one area of work. It portrays the activities of a number of different occupations within the area. The characteristics of successful employees and future employment opportunities in the field are discussed with emphasis given to the many openings which will exist in the future. Care was taken to present multi-ethnic models of both sexes. You may use Bread and Butterflies, which is distributed by the Agency for Instructional Television, in Bloomington, Indiana. It attempts to develop attitudes and personality characteristics which will facilitate wise career decisions and successful engagement in occupations. It describes the relationship of current experiences and decisions to present and later vocational development.	"Countdown to the 1970's." Atlanta (Georgia) Public Schools (S/T) "Bread and Butterflies." Agency for Instructional Television (S) Encyclopedia of Careers and Vocational Guidance. J. G. Ferguson Publishing Company (S/T) Career Opportunities (a series) J.G. Ferguson Publishing Company (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 11. Students will learn about the knowledge attitudes and skills needed for successfully performing in various jobs, the types of jobs available in our society, and how traditionally various cultural/ethnic groups have been restricted in terms of jobs they were able to obtain. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Supply students with charts to examine projected enrollments in various vocational areas. Supply students with charts which show employment opportunities related to vocational programs. Supply students with charts which project labor supply for Vocational Technical Education. Students will analyze the data and derive some conclusions about long range personal vocational planning in order to be able to be a thriving contributing member of the society.

Have students obtain information about:

1) how traditionally job opportunities for members of various cultural/ethnic groups have been restricted to particular types of jobs
2) examples of such situations
3) reasons why they occur(red)
4) what changes are taking place
5) what knowledge, attitudes and skills are needed by those hoping to find successful employment

RESOURCES

Occupational Outlook. U.S. Department of Labor, Bureau of Labor Statistics (S/T)

State and local employment bureaus (S)

Vocational/technical School and Universities (S/T)

State and National Departments of Labor (S/T)

Paradis, Adrian K., Americans at Work. David McKay Company (S/T)

Objective 12. Students will be able to describe how the lifelong process of learning about people from cultures other than their own is both formal and informal.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Students will look at a series of pictures and discuss what they know about the people in the pictures. How does the clothing of the people reflect what they like. Are they decorated with patterns or beadwork or embroidery? Is the clothing plain and functional? Do younger children wear clothing which are exact copies of the adults, or is their clothing different in some significant ways? What can one tell from the houses? Are they separated distinctly with each family or household having a clearly defined piece of land? Are they decorated on the outside in some significant way?

RESOURCES

"Children of the Inner City." Society for Visual Education, Inc. (S/T)

"Six Families in the U.S." (filmstrip series) Encyclopedia Britannica Educational Corporation (S/T)

Magazines

Individual Differences: An Experiment in Human Relations. Madison (Wisconsin) Public Schools (S/T)

"Ethnic Studies: The Peoples of America" (sound filmstrip). Educational Design, Inc. (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 12. Students will be able to describe how the lifelong process of learning about people from cultures other than their own is both formal and informal. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Through observation on our own we can learn a lot about people. Discuss the concept of learning in school and learning outside of school. Have students suggest as many ways as possible that they may learn about others outside of school. Have them consider: -- conversations with friends -- holidays and celebrations -- television programs -- books and pictures Of these sources which do they think would be the most accurate way of learning about people? This activity should be modified in terms of language and types of questions asked so that it is appropriate for age/grade level.	
4-6 Students should conduct interviews of at least six adults each on how they learned about people from cultural/ethnic groups other than their own and what they know about them. Students should compile the results of their interviews and analyze them by answering some of the following questions: -- What method was the most common? -- What method was the most accurate? -- Which method was the most inaccurate? -- Which method was the most interesting? Students should hypothesize about what can happen if a person does not learn about other culture/ethnic groups other than their own? How might it affect the person at work? How might it affect him/her in their neighborhoods? How could it affect him/her if she/he owned a business?	Gwaltney, John Langston, Drylongso: A Self-Portrait of Black America. Random House (S/T) Interviews Morrison, Joan and Zabusky, Charlotte Fox, American Mosaic: The Immigrant Experience in the Words of Those Who Lived It. Dutton (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 12. Students will be able to describe how the lifelong process of learning about people from cultures other than their own is both formal and informal. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Students should listen to a recording of the song "You've Got To Be Carefully Taught" from the musical SOUTH PACIFIC. The class should then break up into at least four groups. Each group should take one of the following tasks:

-- dramatize the lyrics to the song "You've Got To Be Carefully Taught"
-- create a T.V. commercial on the same theme
-- write a poem or construct an acrostic on the same theme
-- draw a cartoon on the same theme

Students should present their work to the class, and following the presentations discuss why parents are the most influential source of informal learning a child encounters.

RESOURCES

"South Pacific." RCA Records, or Columbia Records (S/T)

Sociological references on the roles and functions of families (such as basic sociology texts) (S/T)

Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

Objective 13. Students will be able to hypothesize why a culturally formed view of the environment is the basis for cooperation or conflict with other cultural groups.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Students will listen to the story, Something for the Medicine Man, Melmart Publishers, Inc. 1962. This is a story about a young Indian girl who is confronted with trying to think up a gift to bring the old medicine man, when her class goes to visit him. Students might discuss the questions.

-- Why did Ada have so much trouble trying to think of a gift?
-- What other kinds of gifts were brought?
-- How did Ada's gift reflect her Indian values?
-- How did the Medicine man's gift reflect Indian values?

Students should draw a picture showing Ada presenting her gift to the Medicine man. Discuss how Ada's gift was a reflection of Indian values regarding nature and the environment. What kind of gift might you have taken to the medicine man in the story? Why?

RESOURCES

Something for the Medicine Man. Melmart Publishers (S)

Vogel, Virgil J., American Indian Medicine. Canyon Records (T)

"American Indian Nature Legends." Troll Associates (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 13. Students will be able to hypothesize why a culturally formed view of the environment is the basis for cooperation or conflict with other cultural groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Students will examine how a map can give us a distorted image of the world. Students should examine a Mercator projection map and carefully compare it to a Goode's map. (Everything above 60° North latitude is distorted to look larger than it is. South America is nine times the size of Greenland, yet the Mercator projection shows Greenland as being larger than South America.) Students should hypothesize how this distorted view of the world could influence the way a person viewed the world. Students will evaluate how reliable a model the Mercator projection is? Discuss why the projection, though distorted, was culturally pleasing to European map makers?	Encyclopedias National Geographic. National Geographic Society (S/T) Mercator projection maps and Goode maps (S) Carlson, Ruth Kearney, Emerging Humanity: Multi-Ethnic Literature for Children and Adolescents. W.C. Brown and Company. Ch. 3 (T)
7-9 Working in groups, students should collect current newspaper and magazine articles for a scrapbook. Students should choose articles that reflect the values regarding the environment held by particular ethnic or cultural groups. Each group should try to collect articles that represent as many different groups as possible. After reading each article students should determine whether the value or the cultural group is consistent with the values of mainstream America. Students should summarize their findings in a short report to the class.	Ethnic Magazines such as Ebony, Interracial Books for Children Bulletin, Black World, Pacific Citizen, Jewish Spectator, Warpath (S) Ethnic newspapers (S) National Geographic, National Geographic Society (S/T)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 14. Students will be able to describe how behaviors and attitudes necessary for responsible family membership will vary from one cultural group to another.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

Students will listen to the story Tikki Tikki Tembo, by Arlene Mosel, Scholastic Book Service, 1968, and describe what value was given to the family's second son Chang. Students should speculate on how Chang must have felt about being the second son? How did Chang's name reflect what his mother felt about him? Survey the class to see if students know why their parents chose the names they did for them. Students should share stories about how newborn babies are treated in their families. Does it make any difference in their families whether the baby is a boy or a girl? Are first born sons important to their families? This activity is most appropriate for the upper primary level. An adapted or modified version could be used with the earlier grades.

Mosel, Arlene, Tikki Tikki Tembo. Holt, Rinehart and Winston (S)

Molnar, Joe, A Chinese American Child Tells His Story. Franklin Watts (S/T)

Lambert, Eloise and Pei, Mario, Our Names: Where They Came From and What They Mean. Lothrop (T)

4-6

Students will listen to a recording of the story Shadow of a Bull, 1965 Newberry Records. The story is about the son of a famous bullfighter who is being forced by the men of his village to follow his father's occupation and become a famous bullfighter also

After listening to the story students should break up into small groups and prepare short scripts that use Manolo, several men from his village, and his mother as persons being interviewed by a newspaper reporter shortly after Manolo's father's death. What expectations do the people in the community have for Manolo? What expectations does his mother have for him? What does he need to do to become a good son? A good member of the community? Each group should present their scripts to the class. After the scripts have been presented students will make a list of behaviors and attitudes they feel are important for responsible family membership. Each student should take his/her list home and ask a parent to look at the list and make comments as to items they would like to see added or deleted. Students should bring their lists back to school with them and compare them with other students in the class. Do the lists vary? In what way are the lists different? Are their some behaviors that all families feel are important?

"Shadow of a Bull." Newberry Records (S)

Wojcieshowska, Maia, Shadow of a Bull. Atheneum (S)

Little, Jean, Kate. Harper and Row (S)

Krumgold, Joseph, And Now Miguel. Thomas Y. Crowell (S)

Mayer, Mercer, There's a Nightmare in My Closet. Dial Press (S)

GOAL E: STUDENTS WILL HAVE A DESIRE TO CONTRIBUTE TO AND THRIVE IN A CULTURALLY DIVERSE NATION AND WORLD

Objective 14. Students will be able to describe how behaviors and attitudes necessary for responsible family membership will vary from one cultural group to another. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Have students listen to the recording and/or read the book, of the story, Journey to Topaz. The story describes the life of a Japanese American family during World War II who was forced to go to an internment camp. After listening to, or reading, the story, students should engage in a discussion, and answer such questions as:

- In times of great stress and difficulty like the Japanese Internment, Afro-American slavery, the resettlement of people because of war and political upheavals, what behaviors and attitudes are necessary for responsible family membership?
- How are expectations different in hard times from non-stressful times?
- Are there any things that Yuki's mother expected of her or her brother that your mother or father would not expect of you? Explain these.
- Were there some values which could be described as "Japanese" that your family does not share? How would you account for these differences?

After the discussion is concluded, have the students express, in some creative form (e.g., a poem, an essay, a sociodrama, a pictograph or a drawing) a value, attitude, or behavior the Japanese exhibited during the internment that they have come to admire, and which they would like to acquire. These "creative expressions" can be shared with the rest of the class, and the class may try to guess which value, attitude, behavior each "symbolic expression" represents. Finally, make a bulletin board display of all the students' creative expressions. This might be entitled, "FAMILY: JAPANESE AMERICAN STYLE."

RESOURCES

"Journey to Topaz." Newberry Records (S)

Bosworth, Allan, American Concentration Camps. W.W. Norton and Company (S/T)

Broom, Leonard and Kitsuse, John I., The Managed Casualty: The Japanese American Family in World War II. University of California Press (T)

Uchida, Yoshiko, Journey to Topaz. Charles Schribner's Sons (S)

Uchida, Yoshiko, Journey Home. Atheneum Press (S)

Takashima, Shizuye, A Child in a Prison Camp. Tundra Books (S)

Conrat, Maise and Conrat, Richard, Executive Order 9066: The Internment of 110,000 Japanese Americans. MIT Press (S)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 1. Students will express their thoughts and feelings, orally and in writing, about the struggles of different ethnic groups and individuals against oppression, discrimination, and exploitation.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Introduce students to the idea of discrimination and fairness by showing the film "I Wonder Why" or "Todd." Afterwards help students to make a list of how and why the person in the film was discriminated against or treated unfairly. Ask the students to discuss: A. How they think the individual and/or group in the film felt about what happened to them. B. If the same things happened to them how would they feel? What would they do? After the discussion have the students either as a class project or in small groups construct a list of their feelings about discrimination, and unfairness. This might take the form of something like: "If I had been "Todd" or a particular slave; or a Japanese sent off to an internment camp, or a Native American on the Trail of Tears, I would have felt _____. I would have done _____. If the suggested films are too difficult for students, teachers might prepare a similar lesson based on the idea of right/wrong or fair/unfair.	"I Wonder Why." Anti-Defamation League (S/T) Witt, Shirley H. and Steiner, Stan, The Way: An Anthology of American Indian Literature. Random House (T) Hughes, Langston and Bontemps, Arno, The Poetry of the Negro, 1746-1970. Doubleday (T) "Todd--Growing Up In Appalachia." Learning Corporation of America (S/T) "We Are All Brothers." Public Affairs Committee (S/T) Holt, Victoria, Good Friends Come in Many Shapes. Children's Press (S)
4-6	
Have the students prepare a potpourri variety show dramatizing various cultural groups' and individuals' experiences with social injustices, denials of freedom, human indignities, oppression and exploitation. Selections for inclusion in the dramatizations can be chosen from the histories, heritages, and literature of different cultural/ethnic groups, and/or created by the students themselves. The selections should include both negative and positive effects and feelings or experiences with and attempts to deal with oppression and exploitation (e.g. speeches, songs, poetry and pantomine). The dramatizations can be prepared for	Turner, Mary, We, Too, Belong: An Anthology of Minorities in America. (S/T) Miller, Wayne, A Gathering of Ghetto Writers. American University Press (S/T) Thomas, Alma and Murrary, Robert, The Scholastic Black Literature Series. Scholastic Book Services, Inc. (S) Rosch, William, Mexican American Literature Series. Pendulum Press (S)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 1. Students will express their thoughts and feelings, orally and in writing, about the struggles of different ethnic groups and individuals against oppression, discrimination, and exploitation. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued for presentation within class, to other classes within the school, to parent groups and civic organizations. After the variety show is concluded ask the students to share with each other the feelings and emotions they experienced as different scenarios were depicted on stage. Also, ask the class, as a whole, to identify one area of human exploitation from among the many they have discovered in this activity, and develop an action plan for what they can and will do to bring about positive change in that area. This activity is particularly appropriate for the sixth grade level. It may have to be modified for use with younger children.	Gersten, Irene F. and Bliss, Betsy. Ecidujeer Prejudices: Either Way It Doesn't Make Sense. Franklin Watts (S) "The Distorted Image" (filmstrip). Anti-Defamation League (S/T) Larson, Charles, Prejudice: 20 Tales of Oppression and Liberation. Mentor (S/T)
7-9 Have the students do a specific case study analysis of a cultural group's actions against exploitation and oppresion (e.g., the Montgomery Bus Boycott, the Mexican American farm laborers' boycotts, the integration of Central High School in 1957 in Little Rock and the Native Americans take-over of Wounded Knee). After they have examined what happened and why, ask the students to: A. Write a composition which describes what occurred and how a particular group suffered because of discrimination, prejudice and exploitation B. Explain how and why the case study experience expanded the freedoms and opportunities of the cultural group's members involved, as well as others C. Dramatize how they think members of the cultural group felt as a result of the success or failure of the case study experience	Katz, Jane B., Let Me Be A Free Man. Lerner Publications (S) Weiss, Karol, Under the Mask: An Anthology About Prejudice in America. Dell Publishing Company (S/T) Hirsch, S. Carl., The Riddle of Racism. Viking Press (S) Meier, Matt and Rivera, Feliciano, The Chicanos: A History of Mexican Americans. Hill and Wang (T) Taylor, Ronald B., Chavez and the Farm Workers. Beacon Press (S/T) Hoff, Rhoda, America's Immigrants: Adventures in Eyewitness History. Henry Z. Walch (S/T) Council on Interracial Books for Children, Chronicles of American Indian Protest. Fawcett (S/T)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 2. Students will apply mathematical techniques in determining how the right to vote has enlarged the participation of cultural groups in America.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Inform the class that you will be conducting an election for President, but only the male students with brown eyes may vote. They must vote for one of the two nominees.

- Allow the male students with brown eyes to vote
- Post the name of the winner on the board
- Post the number of persons who voted next to the winner
- Ask the students who were not allowed to vote how they felt

Inform the class that since the vote was not representative, another election will be held. This time all male students may vote. They must vote for one of the two nominees.

- Allow the male students to vote
- Post the name of the winner on the board
- Post the number of persons who voted next to the winner
- Ask the students to compute how many more persons voted in this election than in the first one
- Ask the students if the results of the election might have been different if females had also been nominated for President

Inform the class that since the vote was not representative, another vote will be taken. This time all students in the class may vote. Ask the following questions after the vote has been taken.

- How many more persons voted than each of the previous times
- How the groups that were not allowed to vote felt
- How the groups felt about not being able to nominate a candidate of their own
- Whether the person selected for President stayed the same or changed as the number of people voting changed
- What kind of effects larger numbers and different groups might have on an election

RESOURCES

Zaret, Hy and Singer, Lou, It Could Be A Wonderful World: Little Songs on Big Subjects. Anti-Defamation League (S)

Eskie, Sunny, A Land Full of Freedom. Anti-Defamation League (S/T)

"Why We Have Laws: Shiver, Gobble and Snore." Learning Corporation of America (S)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM.

Objective 2. Students will apply mathematical techniques in determining how the right to vote has enlarged the participation of cultural groups in America (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Develop a story about an imaginary town. Include information on the ethnic/cultural population and background of the people in the town. Focus on the changes of voting patterns in the town with emphasis on the skills of computation and graphing. See the example below for an illustration:

Data: Background and adult population of Anytown USA

Italian-American (Females)	10
Italian-American (Males)	10
Polish-American (Females)	10
Polish-American (Males)	10
Vietnamese (Females)	10
Vietnamese (Males)	10
German-American (Females)	10
German-American (Males)	10
Filipinos (Females)	10
Filipinos (Males)	10

Story and Questions:

The first settlers of Anytown, USA were the Germans and the Polish. They made laws to govern the city of Anytown. One of the laws related to voting for public officials. The law stated that only male Germans and Poles could nominate and vote for officials of the town.

After several years other people began to settle in Anytown. They were from a variety of backgrounds. Soon there were 100 adults living in Anytown. When it came time to vote for public officials, a voting booth was set up in the town square. The German and Polish men came to vote.

- How many of them were there
- What do you think their candidates were like

RESOURCES

Eskie, Sunny, A Land Full of Freedom. Anti-Defamation League (S)

Zaret, Hy and Singer, Lou, It Could Be A Wonderful World: Little Songs on Big Subjects. Anti-Defamation League (S)

"Free To Be?" Anti-Defamation League (S)

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GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 2. Students will apply mathematical techniques in determining how the right to vote has enlarged the participation of cultural groups in America. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued German and Polish women of Anytown were unhappy with the way elections were being held. They felt that they ought to be able to nominate and vote for public officials. They petitioned the men voters to allow them to vote for public officials. After many heated discussions, the men changed the law to state that the Germans and Polish males and females could nominate and vote for public officials. At the next election, both the male and female Germans and Poles voted for public officials. - How many more people were allowed to vote in this election than in the first - How might the candidates have changed Continue the story until all ethnic groups of Anytown gain the right to vote. Be sure that each time additional groups are added, the students are asked to compute the number of people included and the changes that might occur in the kinds of candidates running for office. Ask the students to compile information on the number and background of persons who voted at each election and make either a bar or line graph to illustrate that information.	
7-9 Ask the students to use graphing skills to respond to the statements about Anytown USA. In the years between 1895 and 1950 people of the following ethnic groups lived in Anytown, South. Ethnic Groups — Adult Population Afro-American (Males) 8 Afro-American (Females) 12 Dutch-American (Males) 18 Dutch-American (Females) 22	Reports of ethnic block voting in state, city and national elections, such as Polish voting patterns in Chicago, Black voting patterns in Detroit, Irish voting patterns in Boston, Mexican American voting patterns in Crystal City, Texas Constitution of the United States (S/T) "How We Got the Vote." Lucerne Films (S) Eskie, Sunny, A Land Full of Freedom. Anti-Defamation League (S)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM.

Objective 2. Students will apply mathematical techniques in determining how the right to vote has enlarged the participation of cultural groups in America (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

7-9 continued

Ethnic Groups	Adult Population
Polish-American (Males)	22
Polish-American (Females)	18
Native-American (Males)	5
Native-American (Females)	7

In 1895 only White males were allowed to vote in Anytown. Use a circle graph to demonstrate the percentage of the population that could have voted.

Because of the passage of the 19th amendment to the Constitution both White males and females were allowed to vote in 1920. Use a line graph to indicate the number of persons who could have voted.

In 1915 the passage of the 15th Amendment abolished the "grandfather" clause which prevented Afro-American males and females in Anytown from voting. As a result, both Afro-American males and females were allowed to join the White males and females in voting. Make a vertical bar graph to indicate how many persons in Anytown were allowed to vote, which ethnic group they were a part of, how many ethnic groups were not allowed to vote and which groups they were a part of.

After 1915 only the Native-Americans were barred from voting in Anytown. They were not allowed to vote until 1948. Use a circle graph to indicate the percentage of persons who were not allowed to vote in 1920.

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Objective 3. Students will identify and explain the effects of various laws on the extension of civil rights to all ethnic/cultural groups within the United States.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Help the students make a list or bulletin board which identifies rights and responsibilities for their own classroom, school and playground. Next, have the class experience a simulated exercise on the denial of one or more of the rights. For example, the teacher might deliberately refuse to allow certain groups of children to participate in class activities. Continue this experience for several days until several different groups of students have been denied the opportunity to participate in some portions of various classroom activities. Afterward use these experiences to help students understand: - Different ways people are unfair and prejudiced - How it feels to be the victim of unfairness - What one can do to combat unfairness and prejudice (Care needs to be exercised to make certain younger students really distinguish between real/unreal nature of simulation.)	Hentoff, Nat, The First Freedom. Delacorte Press (T) "The Eye of the Storm." Anti-Defamation League (T) Shiman, David A., The Prejudice Book. Anti-Defamation League (T) Hirsch, S. Carl, The Riddle of Racism. Viking Press (S) Eskie, Sunny, A Land Full of Freedom. Anti-Defamation League (T) "The Rabbit Brothers." Anti-Defamation League (S) "It Could Be A Wonderful World" (recording). Anti-Defamation League (S) "Why We Have Laws: Shiver, Gobble and Snore." Learning Corporation of America (S)
4-6 Introduce students to the Civil Rights Act of 1964 and subsequent legislation. As a whole class activity have students consider the topic of civil and human rights and responsibilities within the context of our communities, state and nation. Include in the lesson opportunities for students to discuss the Bill of Rights. Assign small groups the responsibility for finding information on individuals and groups throughout our history who have been denied their rights. Have each group prepare written and oral reports to share with the class. The reports should include items such as: A. What rights were denied to what groups? Why? When? B. How did the denial of rights affect those affected? C. What types of action was taken by those affected and those not directly affected?	U.S. Commission on Civil Rights Aptheker, Herbert, A Documentary History of the Negro People in the United States, Volumes 1, 2 , 3. Citadel Press (T) Moore, Joan W. with Pachon, Harry, Mexican Americans, Second Edition Prentice-Hall (T) Moquin, Wayne and Van Doren, Charles (editors), Great Documents in American Indian History. Praeger (T) Moquin, Wayne with Van Doren, Charles (editors), A Documentary History of Mexican Americans. Bantam Books (T) Franklin, John Hope and Starr, Isidore, The Negro in 20th Century America. Vintage Press (S/T) Ethnic Chronology Series. Oceana Press (S/T) Moquin, Wayne, with Van Doren, Charles, A Documentary History of the Italian Americans. Praeger Publishers (T)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 3. Students will identify and explain the effects of various laws on the extension of civil rights to all ethnic/cultural groups within the United States.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued D. A comparison of the different phrases: Bill of Rights, Civil Rights and Human Rights E. Examples, where appropriate of comparable situations within the school, community and state where rights have been denied to individuals or groups Particular consideration might be given to cultural groups such as: Blacks, Hispanics, Asian-Americans, Native-Americans, Women, Aged and Handicapped. This activity as written is most appropriate for the upper intermediate level and would need to be modified for the earlier intermediate aged children.	
7-9 Identify a list of major civil rights documents of the last fifty years which have significantly impacted upon the lives of different social, ethnic, and racial groups. This list should include legislative acts, court decisions, and executive orders. It might include such specific documents as the Miranda Ruling, The Bakke Decision, the Brown Decision, Civil Rights Act of 1964, Exeuctive Order 9066, one man one vote rule, Right to Privacy Act, the Freedom of Information Act, Education of the Handicapped Act and Lau v. Nichols. If possible, identify enough documents so that each of several small groups in class can be assigned a separate one. Ask the students to conduct research on their documents, and prepare both a written report, and a short oral presentation on it. The research on the documents should explore: What each one means; Why it was enacted; Why was the issue of concern in the document raised; Who were some of the significant individuals instrumental in getting the document enacted as law; What ethnic, cultural, racial, or social group does the document affect most directly and how; How has the document expanded institutional opportunities, human dignity, and democratic principles in the United States.	The Civil Rights Act of 1964. Bureau of National Affairs (T) Fleishman, Stanley and Rosenwein, Sam, The New Civil Rights Act, What it Means to You. Blackston Book Company (T) U.S. Commission on Civil Rights (S/T) Encyclopedias (S) Sterling, Dorothy, Tear Down The Walls: A History of the Civil Rights Movement. Doubleday (S/T)

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Objective 3. Students will identify and explain the effects of various laws on the extension of civil rights to all ethnic/cultural groups within the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

7-9 continued

After the individual research reports are completed have the class, as a whole, develop a master chart of "INFLUENCES OF CIVIL RIGHTS DOCUMENTS." The format of this chart might appear something like this:

DOCUMENT	DATE PASSED	MAJOR ADVOCATES	GROUPS PRIMARILY AFFECTED	INFLUENCES ON FREEDOMS AND RIGHTS

Objective 4. Students will explore the meanings and manifestations of "universality" and "variability" as exhibited in the actions of different ethnic individuals and groups.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

Help the students list the members of their families. For each member listed, help them to identify several roles or functions he or she performs. Discuss these and compare similarities and differences. Then have the students compare the roles and functions of their own family members with those of other classmates' families. If possible note cultural differences and similarities. These comparisons should be both intergroup and intragroup. For example, students may be asked to compare family compositions and role functions of Vietnamese, Cuban, selected Native American tribal groups, Blacks, Anglos, and Jewish Americans. The information for these comparisons are placed on "Data Retrieval Charts." After the comparisons are presented and discussed, help the students to develop three lists of generalizations about families: (1) How all families are alike; (2) How families differ; (3) What factors

Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (S)

Corren, Judy and Merrick, Joann, "People and Places" (activity sheets). Creative Teaching Press (S)

"Minority Youth" (film series). BFA Educational Media (S/T)

"Six Families in the U.S." Encyclopedia Britannica Educational Corporation (S)

"Families." Troll Associates (S)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 4. Students will explore the meanings and manifestations of "universality" and "variability" as exhibited in the actions of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued may cause families within and among cultural groups to differ. These activities are particularly appropriate for small, interethnic groups and/or teams. This activity is most appropriate for upper primary and lower intermediate level students.	
4-6 Help students develop a list of ethnic individuals who are (were) advocates of change to improve the social, physical, political, psychological conditions and status of people in the United States and/or World. This list might include individuals like Ernest Just, Sojourner Truth, Mother Theresa, Dennis Means, Mohatma Gandhi, Julian Percy, Eleanor Roosevelt, Jane Adams and Jonah Salk. Assign each student an individual to study. Have the students include, among their study questions, the cultural, ethnic national group of the individual being studied; the issues the person was most concerned with; the efforts and activities pursued to bring about change and the accomplishments. Each student should prepare a written report of his or her findings, as well as present a short summary orally to the class. After all individual reports are concluded ask the class as a whole, to generate a list of conclusions about the similarities, in terms of "concerns and actions," evident among the different individuals studied. This activity is most appropriate for upper intermediate level students.	"How We Got The Vote." Lucerne Films (S) "And Aint I A Women?" (filmstrip) Warren Schloat (S/T) Ploski, Harry A. and Brown, Roscoe (editors), Negro Almanac. Bellwether Publishing Company (S/T) Encyclopedias Ethnic Chronology Series. Oceana Press (S/T)

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GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 4. Students will explore the meanings and manifestations of "universality" and "variability" as exhibited in the actions of different ethnic individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Ask students to identify several institutions typically found among all cultural/ethnic groups (e.g., family, school, church, government, economic system). Then, identify several cultural/ethnic groups, both within the United States and the world, to be studied. Divide the students into small groups, and assign each one a different cultural/ethnic group to study. Have students do the following for each of the groups being studied:

A. Make a list of the primary functions of each institution identified, by group, and explain how these functions are expressed
B. Make a list of secondary functions of each institution and explain how these are expressed
C. Share these lists with the entire class
D. Compare similarities and differences of institutional primary and secondary functions evident among the ethnic groups studied
E. Other

RESOURCES

"Just Like You." Anti-Defamation League (S)

Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

Brooks, Charlotte, The Outnumbered. Delacorte Press (S)

Miller, Wayne, A Gathering of Ghetto Writers. American University Press (S/T)

Objective 5. Students will reinact historical events in which individuals worked to gain freedom, rights and dignity for others, and generalize how the events led to greater freedom.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Read the story of Rosa Parks. Focus on the event that sparked the boycott. Discuss what happened, why it happened; and what were the results? Explain that this act lead to other methods used by Civil Rights leaders to gain rights and freedom for Black people (e.g., sit in, boycotts and freedom marches).

RESOURCES

Collins, Paul, Beautiful Black Women. Johnson Products (T)

Greenfield, Eloise, Rosa Parks. Thomas Y. Crowell (S)

DeKay, James T., Meet Martin Luther King, Jr. Random House (S)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 5. Students will reinact historical events in which individuals worked to gain freedom, rights and dignity for others, and generalize how the events led to greater freedom. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Have students dramatize the bus incident where Rosa Parks refused to give up her seat. Discuss what happened and what were the results. Conclude with a story about Martin Luther King, Jr. Read the story of Martin Luther King, Jr. Discuss his involvement in the Civil Rights movement and how he had other demonstrations to gain rights and freedom for Blacks and the poor (regardless of color). This activity is most appropriate for the upper primary and lower intermediate level grades.	
4-6 Assign groups of students to investigate and conduct research on the life and works of the following, and prepare a skit to reinact an event representing the work that each individual was involved in and that lead to greater freedom for the individual or groups they worked to help: 1) Harriet Tubman 2) Susan B. Anthony 3) Jane Adams 4) Eleanor Roosevelt 5) Sojourner Truth 6) Joan Baez Encourage students to be creative. If necessary, provide materials for students to make posters, signs, props, and/or costumes, if feasible. To explore other events or individuals read and/or act out the many plays indicated in the resource column.	Ploski, Harry and Brown, Roscoe, The Negro Almanac. Bellwether Company (S/T) White Americans Who Cared. Jonra Enterprise (S/T) Newlon, Clarke, Famous Mexican Americans. Dodd & Mead (S/T) Ethnic Chronology Series. Oceana Press (S/T) Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

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Objective 5. Students will reinact historical events in which individuals worked to gain freedom, rights and dignity for others, and generalize how the events led to greater freedom. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Through a teacher guided discussion or lecture, explore the development of the "Underground Railroad."	Local Newspapers
Have students conduct research on the various people in Michigan who were involved - William Lamberts (Detroit), George DeBaptiste (Detroit), Laura Smith Haviland (Adrian), Sojourner Truth (Battle Creek), Stephen Bogue (Cass County), Zackariah Schegart (Cass County) Josiah Hanson (Canada and Michigan), Bigelow William, William David (Saline), Nathan Powers and his sons (Farmington), Nathan Thomas (Schoolcraft).	Historical Societies Local Libraries Africana Studies Program, Western Michigan University (S/T) Multicultural Program, Grand Rapids Public Schools (S/T) Haviland, Laura S., Woman's Life-Work. Arno Press (S/T)
Have students write to newspapers, historical societies and libraries in the above mentioned cities/towns to request information.	Michigan History Magazine (S/T) Michigan Pioneer Collection (S/T) Michigan Challenge Magazines (many articles) (S/T)
Based on the information they have gathered and studied, have students prepare skits to reinact the events or the works of the individuals. Present the skits at a school-wide assembly entitled "Men and Women Who Cared."	Wilson, Benjamin, Underground Railroad, Africana Studies Program, Western Michigan University (S/T) Edmond, Mary, "The Underground Railroad in Michigan" (a series of eight (8) video tapes on the Underground Railroad in Michigan with accompanying teacher guide). Grand Rapids Public Schools (S/T)

Objective 6. Students will participate in activities which will help them acquire respect for the freedom and dignity of all individuals and develop a willingness to use scientific knowledge and rational processes in life roles.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Students will adopt a grandparent from a list of names provided by the teacher of Senior Citizens home residents. The teacher would have laid the groundwork by visiting the home and finding those people who would be interested in adopting a grandchild and keeping in touch with him/her through written communication and a visit to school if possible. At the beginning of the school year, the teacher will discuss with the children why it is beneficial for them to have an adopted grandparent. Every week an "adopted grandparent" will visit the classroom and talk to the students about their profession before he/she retired.	Local governmental agencies responsible for medical services and health care of the elderly (e.g., medicare, residential homes for Senior Citizens) (S/T) Telephone Book, Yellow Pages (S/T)

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Objective 6. Students will participate in activities which will help them acquire respect for the freedom and dignity of all individuals and develop a willingness to use scientific knowledge and rational processes in life roles. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3 continued

The "adopted grandparent" also, where appropriate, will talk about the cultural/ethnic group to which he/she belongs and share some part of his/her culture with the children (e.g. food or an arts and crafts project). It would be the job of the "adopted grandchild" to meet his "adopted grandparent" and show him/her around the school, playground and/or his/her desk. On Grandparents' Day the children will visit their adopted grandparents at the Senior Citizens' home presenting them with gifts they have made and a musical program (e.g. songs and rhythm instruments).

4-6

Students will begin a study of Banks in America. With the help of the teacher they will elicit the many services banks offer a community and explore the alternatives had banks never been formed. The children will then be shown films on banking (e.g. "Money In The Bank and Out," "Fred Meets a Bank," "Handling Checks," "Money Talks," "Using Bank Credit," "Handling Money," and "Money and It's Uses"). While viewing the films, the children will be looking for different kinds of jobs that comprise the smooth running of a bank. The teacher will check with the students to see if the jobs they listed coincide with his/hers. Lists will be revised to make them uniform. The class will then complete a chart similar to the one below:

JOB	SEX		ETHNICITY			
	M	F	Anglo	Black	Hispanic	Asian-Amer.
Teller						
Loan Dept.						
Mortage Dept.						
Data Processing						
Other						

Brochures from local banks (S)

Encyclopedias (S)

Films listed in the activity (S)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 6. Students will participate in activities which will help them acquire respect for the freedom and dignity of all individuals and develop a willingness to use scientific knowledge and rational processes in life roles. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued The teacher will arrange for a field trip to the bank and have the children take their charts with them. A designated student will ask the tour guide as they move from one department to another, the number of different cultural/ethnic individuals employed, as well as their sex, for the children to record on their charts. After the visit is completed and the students have returned to the classroom, they will graph the information they have gathered and display it for others to see.	
7-9 The student will work either individually or in small groups, conduct research on the lives of some of the more notable Black scientists and inventors. This activity could be modified to include other cultural groups such as Hispanics, Asian-Americans, Native Americans, Women and Handicapped. They could report findings to the class in the form of dramatic presentations, simulated interviews and/or role playing. Some of the following contributors might be included: A. Garrett A. Morgan (1877-1963) - Invented gas inhalator (gas mask) and traffic light B. Dr. Charles Drew (1904-1950) - Developed method of preserving and storing blood plasma for immediate and safe transfusions and started first blood bank C. Dr. Daniel Hale Williams (1856-1931) - Performed first successful operation on the human heart D. Granville T. Woods (1856-1910) - Electro-mechanical genius often called "Black Edison". Held over 50 patents for various inventions, 35 on electrical devises E. Dr. George Washington Carver (1864-1943) - Plant scientist - developed over 300 products from the peanut including soap, coffee, bleach, shaving cream, paper, ink. Also developed over 100 products from the sweet potato	Hayden, Robert C. and Harris, Jacqueline, Nine Black American Doctors. Addison-Wesley (S) Hayden, Robert C., Eight Black American Inventors. Addison-Wesley (S) Hayden, Robert C., Seven Black Scientists. Addison-Wesley (S) Ploski, Harry and Brown, Roscoe, The Negro Almanac. Bellwether Company (S/T) Adams, Russell L., Great Negroes Past and Present. Afro-Am Publishing Company (S)

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Objective 6. Students will participate in activities which will help them acquire respect for the freedom and dignity of all individuals and develop a willingness to use scientific knowledge and rational processes in life roles. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued F. Benjamin Banneker (1731-1806) - Self-taught astronomer, inventor, mathematician, surveyor, poet, mechanic, humanitarian. Invented first striking clock in America, calculated almanacs from 1792-1802, and helped plan, survey and lay out Washington, D.C. G. Jan E. Matzeliger (1852-1889) - Invented shoe lasting machine which revolutionized the shoemaking industry in America. H. Matthew A. Henson (1865-1955) - First man to reach the North Pole. Worked and travelled together with Robert E. Peary for 23 years. I. Lewis Latimer (1848-1928) - Worked with Alexander Graham Bell and Thomas Edison. Wrote book explaining Edison's electric light and served as Edison's witness in many patent cases. J. Elijah McCoy (1843-1929) - Held more than 50 patents including new methods for lubricating machines.	

Objective 7. Students will develop a respect for the freedom and dignity of all individuals and an understanding of and respect for the contributions of all cultural groups in the areas of history, music, art, dance and drama.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Plan a class activity (e.g. an art project, a bulletin board display and/or role-playing situations) which can be accomplished by way of a small group effort. If at all possible, structure the small groups so that their membership is culturally and ethnically mixed. After the activity is completed, ask the students to make a list of who did what in each group. Afterwards, have the students identify a neighborhood group which has an ethnically or culturally mixed membership (e.g. scout troops, a little league baseball team, a bowling team). Assist the students in understanding the functions of the various team members. Ask the	Lee, Nancy and Oldham, Linda, Hands on Heritage. Hands On Publications (S/T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Marquevich, Pat and Spiegel, Shelly, Multiethnic Studies for the Elementary School Classroom. Education in Motion (T)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 7. Students will develop a respect for the freedom and dignity of all individuals and an understanding of and respect for the contributions of all cultural groups in the areas of history, music, art, dance and drama. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued students to explore what would happen to the effectiveness of the group if different members did not perform their functions well, or tried to do tasks they weren't qualified to do. Have the students compare the observations they made about their own class with speculations about how the effectiveness of other groups depend on individuals doing their assigned tasks, and working together. This activity is most appropriate for the upper primary grades and lower intermediate grades. It would have to modified for earlier grades and should focus on art, music, dance and drama.	
4-6 Have students identify ten (10) leading, contemporary popular culture musical groups and/or individuals. Acquire at least one sample recording of the music of each group identified. Play these recordings for the class. It may be best to have the students listen to only two recordings at a time. After listening to each pair of recordings, ask the students to specify how the various musicians have been influenced by groups/individuals from other ethnic/cultural groups and/or historical times (e.g. African folk music rhymthic patterns influence upon contemporary Black American music; the influences of Black American musical styles of jazz, rhythm and blues, and soul on the styles of other contemporary musical groups; and the combination of techniques and styles to form the "reggae" musical style). This activity is most appropriate for the upper intermediate grade level and would have to be modified for use at lower levels.	"Cruisn' J-Town." Visual Communications (S/T) Recordings of contemporary singers such as Stevie Wonder, Bee Gees, Blondie, Bob Marley (S/T) "Authentic Afro-Rhythms" (recording) Kimbo Educational (S/T) "Discovering American Indian Music," BFA Educational Media (S/T) "Folk Music U.S.A." Folkways Records (S) Bryan, Ashley, Walk Together Children: Black American Spirituals. Atheneum Press (S) Simon, George T., The Best of the Music Makers. Doubleday (S/T)

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Objective 7. Students will develop a respect for the freedom and dignity of all individuals and an understanding of and respect for the contributions of all cultural groups in the areas of history, music, art, dance and drama. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Ask the students to conduct research on contemporary fashions and/or social dance forms to determine the influence of culture/ethnicity on their evolution. This study will probably have to encompass several fashion and dance fads within a given period of time. Have the students determine the different fashion/ dance fads that existed in a specified period of time; characterize the distinguishing features of each fad identified; speculate about the different cultural/ ethnic group influences in shaping and institutionalizing the fads; provide explanations of how different cultural/ ethnic groups responded to each of the fads in an attempt to "personalize them"; and develop visual images (e.g. photographs, drawings and demonstrations) of the fads as expressed by different cultural/ethnic groups. Students also should be encouraged to create and present a dramatization (e.g. a dance contest and/or fashion show) of the collective results of their research.	"Tapestry." Junior Woman's Club of El Paso, Texas (S/T) Fashion Magazines such as Vogue, Essence, Ebony (S) "Discovering American Indian Music." BFA Educational Media (S/T) "African Rhythms." Associated Film, Inc. (S) "Authentic Indian Dances and Folklore." Kimbo Educational (S) Davenport, Millia, The Book of Costume. Crown Publishers (S) Wilcox, R. Turner, Five Centuries of American Costume. Charles Scriberner's Sons (S/T)

Objective 8. Students will engage in civic and community service activities that are concerned with the mental and/or physical well-being of all individuals.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Discuss with students the meaning and role of community service agencies and make a list of some that exist in your city/town/state who contribute to the physical well-being of individuals, such as: Red Cross, United Way, Muscular Dystrophy, March of Dimes, Nursing homes, hospitals for the handicapped. Have a representative or volunteer who works with/for the agency come to speak to the class and explain what the agency does to help individuals, and discuss ways which the students can help the agency or individuals they serve.	Telephone Directory Resource person from local community organizations and service agencies Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic. Anti-Defamation League (T)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 8. Students will engage in civic and community service activities that are concerned with the mental and/or physical well-being of all individuals. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued Have the students explore and suggest who they could help as individuals and then as a group. Structure a group project that the students can participate in such as: raise funds, send flowers, visit and put on a program, donate story books to a children's hospital, make favors for the elderly or send cards or letters.	
4-6 Assign students to read the newspaper and magazines, specifically to find pictures, articles and stories about agencies that contribute to the physical or mental well-being of individuals or groups such as: 1) Mental - Schools, libraries and Child Abuse Centers 2) Physical - YWCA/YMCA, Children Campus and Children/Adult hospitals Have students make oral reports on their findings. Make a current event bulletin board entitled: "People Need/Helping People". Next have students investigate ways they can help a human service agency. (e.g. Adopt the agencies, write letters of support, raise funds, purchase small equipment or magazine subscriptions and/or donate clothing.)	Newspaper and Magazines Telephone Directory Local Community Service Organizations/Agencies "Just Like You." Anti-Defamation League (S)
7-9 Initiate a teacher-led discussion about the responsibilities of all citizens in a multicultural/democratic society to contribute to the well-being of its' members. Assign students to prepare a paper on the theme "What Can I Do To Help." Divide students into groups to develop a list of local social agencies. Have students investigate ways they can contribute to the agency, both as individuals and as a group.	Telephone Directory Ditto: Contract "It Could Be A Wonderful World." Anti-Defamation League (S) "Just Like You." Anti-Defamation League (S) "One People." Anti-Defamation League (S)

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Objective 8. Students will engage in civic and community service activities that are concerned with the mental and/or physical well-being of all individuals. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

7-9 continued

Develop a set of contracts using the creativity of your students to come up with a title which fits the theme "Helping Others." After completing the investigation, ask students to sign individual contracts accepting the responsibility to help others.

The following is a starter list of the kinds of things students could do. (This list includes group and individual activities):

1) Volunteer to visit a nursing home and read to or visit with the elderly
2) Prepare a skit, play or talent show and perform at a children hospital or nursing home
3) Assist a local YWCA/YMCA, Community Action/Senior Citizen's Center with "Spring Cleaning"
4) Collect books or magazines for a library at a Juvenile Center or Jail
5) Become a pen pal to a prison inmate or orphan
6) Volunteer to assist one (1) hour a week at a local non-profit Day Care Center
7) Volunteer to type mailing stickers free of charge for a non-profit organization or agency
8) Volunteer to babysit free of charge for a needy neighbor
9) Assist an elderly person by house cleaning, mowing lawn or washing their car

Have students keep a journal of their experiences. Also, obtain parental permission and/or assistance for students.

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Objective 9. Given a list of situations in regard to various Bill of Rights privileges, students will use the processes of critical thinking to determine how the rights and responsibilities of some individuals have been denied.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students participate in class discussions or reasonable length for grade/age level, and, at appropriate times which focus on rights and responsibilities of class members, right/wrong, fair/unfair, how and why rules are made and how rules are enforced. As the occasion warrants, help students to understand and accept the notions such as: "a person is innocent until proven guilty," "one should not jump to conclusions", "one should base one's conclusions on facts" and similar ideas. Class murals and bulletin boards can be painted/constructed which include pictures and illustrations in regard to classroom duties, rights and responsibilities.	Shiman, David A., The Prejudice Book. Anti-Defamation League (T) Galbraith, Ronald E and Jones, Thomas M., Moral Reasoning. Greenhaven Press (T) "Why We Have Laws: Shiver, Gobble and Snore." Learning Corporation of America (S) "It Could Be A Wonderful World." Anti-Defamation League (S/T)
4-6	
List and discuss with students some common stereotypes in regard to different cultural/ethnic groups. Then create a dilemma situation which involves both violation of a right and ethnicity. This situation might be something like this: "Billy brought an apple to class. He left it in his desk when the class went to the gym for physical education. Francoise was excused from gym and remained in the classroom because she was not feeling well; Andre, Jose, Juanita and Kim were working on an art project so they were excused from gym, too. When Billy returned from gym the apple was gone. He accused Jose of having taken it." In the process of resolving this and like dilemmas, students should be introduced to such principles and concepts as innocent until proven guilty; trial by a jury of peers, stereotyping, jumping to conclusions without sufficient evidence, facts versus opinions; prejudices and getting the facts.	Constitution of the United States (S/T) Anders, Rebecca, A Look at Prejudice and Understanding. Lerner Press (S) Katz, Jane B., Let Me Be A Free Man: A Documentary History of Indian Resistance. Lerner Publications (T) Larson, Charles R., Prejudice: 20 Tales of Oppression and Liberation. New American Library (S)

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Objective 9. Given a list of situations in regard to various Bill of Rights privileges, students will use the processes of critical thinking to determine how the rights and responsibilities of some individuals have been denied. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Give students a list of situations in which various constitutional rights (such as freedom of speech, free press, right to assembly, trial by jury, protection from cruel and unusual punishment) seem to have been violated. Be sure that this list is diversified by both rights/privileges and ethnic groups/individuals affected. Ask the students to examine each situation to determine what rights have been violated; provide a justification for why they think the rights were violated; and suggested different ways of dealing with the situation so that the rights would not have been violated. Randomly select several of these situations, and ask students to dramatize the situations as presented, and how they would modify them. As each dramatization is presented ask the rest of the class to judge (and defend their judgments) the adequacy of the behavior modifications suggested. They also should be encouraged to suggest additional ways of protecting the rights and privileges being jeopardized.

RESOURCES

Interviews

Hirsch, S. Carl, The Riddle of Racism. Viking Press (S)

Katz, Jane B., Let Me Be A Free Man: A Documentary of Indian Resistance. Lerner Publications (S/T)

Larson, Charles R., Prejudice: 20 Tales of Oppression and Liberation. New American Library (S)

Thompson, Richard A., The Yellow Peril. Arno Press (S/T)

Objective 10. Students will list and describe ways in which they can contribute, personally and as a member of a group, to greater freedom for cultural/ethnic groups (e.g. Blacks, Asian-Americans, Hispanics, Native Americans, Women, Handicapped and Aged).

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

The students will listen while the teacher introduces a new long word to them "STEREOTYPE." Children will pronounce the word together aloud several times. The teacher will then direct the childrn's attention to the chalkboard upon which there are two pictures, one of a lady and one of a man labeled respectively A and B. The teacher will then read the students ten sentences and the children will collectively decide whether the statement refers to A, the lady, or B, the man.

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Objective 10. Students will list and describe ways in which they can contribute, personally and as a member of a group, to greater freedom for cultural/ethnic groups (e.g., Blacks, Asian-Americans, Hispanics, Native Americans, Women, Handicapped and Aged). (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

K-3 continued

1) This person is a carpenter.
2) This person enjoys cooking.
3) This person's chore is to do the dishes.
4) This person enjoys football.
5) This person is six feet, two inches tall.
6) This person sews for a hobby.
7) This person is five feet, six inches tall.
8) This person's chore is to mow the lawn.
9) This person is a nurse.
10) This person works on cars for a hobby.

Afterwards, the teacher should lead a discussion similar to this: "Most of you have decided that statements 1, 4, 5, 8 and 10 described the man, and those numbered 2, 3, 6, 7 and 9 described a woman. Wouldn't it be possible, however, that the woman is taller than the man and that the man enjoys cooking, not football? In fact, couldn't each of the statements describe either the man or the woman? The conclusions you made about the man and woman fit the images that are often applied to these characters. People form a common picture, or stereotype, for a certain group of people whenever they decide that everyone in the group looks, thinks, and acts alike. For example, the image of a criminal as a man who has a scar and dark, beady eyes is a stereotype. Not all criminals fit that description, and not all men who have scars and dark, beady eyes are criminals. Classroom discussion will continue with the teacher eliciting from the students the harm of stereotyping. The teacher will then have children list stereotypes that are connected with cab drivers, truck drivers, teachers, women drivers, etc. The children will then decide that in their room they will try very hard not to form stereotypes and to accept people and things as they are.

This activity would have to be modified to use with early primary children. It is most appropriate for the upper primary and lower intermediate levels.

RESOURCES

Pellett, Elizabeth, et. al., A Woman Is . . . and A Man Is . . . Aardvark Media (S)

Gersten, Irene F., and Bliss, Betty, Ecidujerp/Prejudice. Anti-Defamation League (S/T)

Kraus, Robert, The Rabbit Brothers. Anti-Defamation League (S)

"Brotherhood of Man." Anti-Defamation League (S/T)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 10. Students will list and describe ways in which they can contribute, personally and as a member of a group, to greater freedom for cultural/ethnic groups (e.g. Blacks, Asian-Americans, Hispanics, Native Americans, Women, Handicapped and Aged). (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Students will collect newspaper and magazine articles and pictures which depict how the rights of various people have been violated, and bring them to class. They will read their article to the class and the teacher will lead a discussion on the unjust treatment. The student who read the article will act as a recorder and write down the suggestions the class has collectively made on how the situation could have been fairly treated. As a culminating activity, the children will make posters titled "AND JUSTICE FOR ALL" on which they have pasted their articles and their resolution of the problem. The posters will then be displayed throughout the classroom.	Ethnic magazines and newspapers (S/T) "Free To Be." Anti-Defamation League (S) "I Wonder Why." Anti-Defamation League (S)
7-9 The students will work as a total class to build a Multicultural City. The class can be divided into several small groups. Each small group will be assigned a task. Half of the small groups will make the laws, plan the physical structure of the city, organize the government, plan for the housing and education and decide who will run the city. The other half of the class will be concerned with providing greater freedom and opportunities for various interest groups. The small groups will be assigned one of the following: minority groups, women, handicappers and aged. Their task is to make sure that the interest groups they represent have an active and productive part in the total Multicultural City. The class as a whole must decide on how the city will ultimately look.	"One People." Anti-Defamation League (S) "It Could Be A Wonderful World." Anti-Defamation League (S) "Free To Be." Anti-Defamation League (S)

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Objective 11. Students will be able to examine and appreciate how acquired proficiency in the performance of particular occupational skills helps to sustain and enlarge the institutions of our society.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Show students pictures of: 1) A family 2) A place of worship 3) A grocery store/a market place 4) A government building Let the children discover through group discussion that: 1) All communities have homes 2) All communities have a place where people learn 3) All communities have a place where people work 4) All communities have some kind of belief about life and death (religion) Discuss some ways a mother, father or other member of the family can make the family better by participating in: 1) A child care vocational program 2) Electrical occupational program 3) Cosmetology program 4) Auto mechanics program 5) A medical career program	Branson, Margaret and Anderson, Lee, Around Our World. Houghton Mifflin (S/T) McAulay, Conte and Burns, Skeel, My Community and Other Communities. William H. Sadlier, Inc. (S/T) Career Opportunities (a series). J.G. Ferguson Publishing Company (T)
4-6	
Draw a diagram of the employees who work in the school: include teachers, custodians, principals and cooks. Use a large sheet of paper or chalk board. Assist the students in the completion of a chart which lists the kind of educational preparation that each person needs in order to perform the jobs listed. Discuss the role of the educational institutions which play a part in helping people to have respect for the freedom and dignity of all individuals.	Encyclopedia of Careers and Vocational Guidance. J.G. Ferguson Publishing Company (S/T) "People at Work" (sound filmstrip). Pathescope Educational Films (S)

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Objective 11. Students will be able to examine and appreciate how acquired proficiency in the performance of particular occupational skills helps to sustain and enlarge the institutions of our society. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Review, by question and answer the four basic cultural institutions: 1) Family 2) Education 3) Religion 4) Government 5) Economic Institutions Have students write a simple description of the function of these institutions in our society. Instruct students to draw a diagram depicting the vocational or educational preparation necessary for full participation in these institutions.	Encyclopedias "Ethnic Studies: The Peoples of America" (sound filmstrip). Educational Design (S) "Just Like You." Anti-Defamation League (S) Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T)

Objective 12. Students will examine how different ethnic and social institutions contribute to the continuous growth and development of individuals and societies.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students help make a list of five things they like and five things they dislike (e.g., foods, cartoons, games and TV programs). Involve students in a discussion about why they like some things and dislike others. Lead them to conclude that one's preferences in foods, clothes and such are learned and that what they like and dislike is in someways dependent upon what others in their family, class, school, playgroups and church like and dislike. Also, some experiences they have will affect whether they like or dislike particular things. Work with students in small groups over a period of time focussing on this assignment.	Cummings, Marlene, Individual Differences. Anti-Defamation League (S/T) "Just Like You." Anti-Defamation League (S/T) Heaton, Margaret M., Feelings are Facts. National Conference of Christians and Jews (T) "Brotherhood of Man." Anti-Defamation League (S/T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosiac. Anti-Defamation League (S/T)

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Objective 12. Students will examine how different ethnic and social institutions contribute to the continuous growth and development of individuals and societies. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Ask the students to identify an event common in the lives of most individuals irrespective of their ethnic/cultural identity, such as a marriage, the birth of a baby, the death of a loved one. Once the event is selected ask the students to identify several different cultural/ethnic groups to study regarding their particular practices in relation to this event. These groups will provide the "cultural perspectives" or "ethnic contexts" from which the specific events will be examined. Assign a small group of students to study a given group's way of "celebrating" the specified event. This study should include the kinds of activities the people engage in, as well as which institutions make what kind of contributions to the celebration of the event (e.g. at the birth of a baby what do the parents, grandparents, the godparents, the church, the neighbors and the friends do?). When the separate studies are completed, ask the students to compare the results across ethnic groups for similarities and differences.	Carlson, Ruth K., Emerging Humanity: Multiethnic Literature for Children and Adolescents. (T) Banks, James A., Teaching Strategies for Ethnic Studies. Allyn and Bacon (T) Nichols, Margaret S. and O'Neill, Margaret B., Multicultural Biography for Preschool Through Secondary Grades. Multicultural Resources (T)
7-9 Identify a list of biographical and autobiographical studies which trace the life experiences of different cultural/ethnic individuals. Be sure that the list includes selections from a wide variety of groups. Ask the student in class to choose a book to read and analyze. As the students read the books they should look for examples of various "rites of passage" the protagonist experiences as his or her life unfolds. For each of these "rites" the students should describe it and tell when it occurred, what kind of rituals or ceremonies accompanied the "passage," and which social institution (e.g., family, friends, church and school) is primarily responsible for it. They should look for "rites of passage" typically associated with the onset of certain periods or experiences in a person's life,	Teague, Bob, Letters to a Black Boy. Walker and Company (S) Niethammer, Carolyn, Daughters of the Earth. Canyon Records (S/T) Miller, Wayne, Gathering of Ghetto Writers. American University Press (S/T) Faderman, Lillian and Bradshaw, Barbara, American Ethnic Writing: Speaking for Ourselves. Scott, Foresman and Company (S/T) Tachiki, Amy, et. al., Roots: An Asian American Reader. Asian American Studies Center, University of California (T)

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Objective 12. Students will examine how different ethnic and social institutions contribute to the continuous growth and development of individuals and societies. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued such as moving from infancy to childhood, adolescence, adulthood, marriage, parenthood, middle age, retirement, and death. After this information is collected, compiled and studied, ask the students to interview someone in their own families to see how their "rites of passage" compare with those of the individuals in the books they have read. All of this information should be compiled in written reports and summaries shared orally with the entire class.	

Objective 13. Students will learn the basic principles of conservation, describe some contributions different ethnic groups have made to the conservation of natural resources, and explain the effects of these contributions on other individuals and groups.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Assist the students in developing a list and/or bulletin board which show ways to conserve energy. Be sure that the students include among their lists some common, practical ideas that are easy to apply (e.g., turning off lights when leaving the room, closing the door to keep the hot or cool air in, wearing a sweater and lowering the thermostat a bit and running the water only when you're actually using it). Have the class make a notebook of its "Tips for Conserving Energy" in which each of the techniques is illustrated with pictures, drawings, poems, and/or essays. Ask the students to "test" the usefulness of their ideas by choosing some from among the list to practice for a week or more in their classroom. Each day the "Energy Conservation Tip of the Day" should be prominently displayed in the classroom to remind the students of what they are to do. At the end of the week, ask the students to discuss the success and/or failure of their efforts to conserve energy. Pictures or illustrations should include representatives of various cultural/ethnic groups.	Environmental protection and energy conservation agencies Group for Environmental Education (GEE) (S/T)

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Objective 13. Students will learn the basic principles of conservation, describe some contributions different ethnic groups have made to the conservation of natural resources, and explain the effects of these contributions on other individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6

Have the students identify a list of samples of different ethnic cuisine and/or food preparation processes which employ various principles of conservation (e.g., minimizing waste, mixing many ingredients together to create dishes that are more palatable and nutritious; using one basal ingredient for many purposes; using all parts of a given food staple and using left-overs). This list might include samples of ethnic cuisine such as Irish stew, Creole gumbo, Hungarian goulash, Chinese fried rice, Head cheese, West Indian black pudding, casseroles and bouillabaisse). Once the list is completed, have the students identify the ingredients included in and the preparation processes used to produce each sample cuisine. They might actually prepare one or a few of these dishes. Next, have the students compare these sample cuisines, and determine a "conservation index" for each one. The "conservation quality and index" will be determined by assessing the effectiveness of use of composite ingredients, the energy outlay involved in cultivating the food stuffs for the entire cuisine, and the energy used in preparing the foods. To complete these analyses the students might want to create a "Foods Conservational Index Chart", and calculate a "Conservation Quotient" for each of the sample cuisines. For example, using a numerical point scale of 1-10, "Steak and Potatoes" might receive 2 points on expenditure of natural resources for the production of the beef because of the extensive natural resources needed to grow choice beef cattle; 4 points for nutritional value; and 7 points for preparation process because a steak can be cooked rather quickly, and thus use little energy. Comparatively, Creole gumbo might receive 6 points on expenditure of natural resources, since many of the ingredients are herbs and leftovers; 9 points on nutritional value; and 0 points on fuel/energy use because it takes such a long time to prepare it.

RESOURCES

Mei, Yu Wen and Adams, Charlotte, 100 Most Honorable Chinese Recipes. Avenal Books (S/T)

Foods of the World Cookbooks (a series including U.S. and international recipes). Time-Life Books (S/T)

Niethammer, Carolyn, American Indian Food and Lore. Canyon Records (S/T)

Shimizu, Kay, Asian Cookbook for Juniors and Beginners. Japan Publishing Trading Company (S)

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Objective 13. Students will learn the basic principles of conservation, describe some contributions different ethnic groups have made to the conservation of natural resources, and explain the effects of these contributions on other individuals and groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

4-6 continued

It is important to remember that there are no set numerical values for any of these that can be identified from some authoritative source; rather, the students will determine their own scales, based upon the criteria they determine. The "Ethnic Foods Conservation Index and Chart" might look like this:

ETHNIC FOODS	CONSERVATION POINTS		
	Production of basic ingredient	Time/Energy needed to prepare	Nutrition value
Steak & Potatoes			
Chinese Fried Rice			
TOTAL POINTS			

7-9

Have the students identify a list of agricultural innovations created to preserve and/or increase soil fertility. This list might include such techniques as fertilization, irrigation, revegetation, crop-rotation, grafting, and such soil erosion prevention methods as crop terracing, soil binding, contour farming, strip cropping or binding, double cropping, cover cropping, and grassed waterways. Ask the students to conduct research on each of these innovations to discover:

- Which ethnic or national origin group was the first to use it
- A description or explanation of the technological quality of the innovation and how it has improved since it was first introduced
- If, and how, the innovation has been a benefit or detriment - or both - to the general principles of conservation, and soil preservation specifically
- What benefits and obstacles to humankind have derived from each of the innovations

Grimm, William, Indian Harvests. McGraw-Hill (S)

Encyclopedias

Duckham, Alex N. and Masfield, G.B., Farming Systems of the World. Praeger Publishers (T)

"Agriculture Today in Japan." Embassy and Consulate General of Japan (S/T)

Gilmore, Melvin, Uses of Plants. Canyon Records (S/T)

Wiggington, Eliot, Foxfire #1, 2, 3 and 4. Anchor Press (S/T)

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Objective 14. Students will recognize that some variations in family structure and functions exist in all cultural/ethnic groups, and will understand some of the factors which account for this variability.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

Together with students the teacher might select from their reading materials, social studies materials, library books and supplemental materials, stories and pictures which depict various types of families. Efforts should be made to identify families that are: 1) representative of different cultural/ethnic groups and 2) similar and different to the families of students in class in structure as well as the roles and responsibilities of various family members.

Divide the class into small groups and assign various groups responsibility for listening to/reading the story and then helping to prepare and role-play for the entire class a scene which focuses on a particular family. At the conclusion of each "skit" the teacher can help students construct bulletin boards and/or lists which reflect what the similarities and differences are in regard to families regardless of the cultural/ethnic group represented.

RESOURCES

Zindel, Paul, I Love My Mother. Harper and Row (S)

"Multi-Ethnic Children Puzzles." Developmental Learning Materials (S/T)

Williamson, Mel and Ford, George, Walk On! The Third Press (S)

"American Families" (filmstrip). Coronet Instructional Media (S/T)

"The Color of Man" (learning kit). Afro-American Publishing Company (S)

Farguhar, Margaret C., Indian Children of America. Holt, Rinehart and Winston (S)

Raynor, Dorka, This is My Father and Me. Albert Whitman and Company (S)

Weiner, Sandra, Small Hands, Big Hands: Seven Profiles of Migrant Workers and Their Families. Pantheon Books (T)

Wigginton, Eliot, Foxfire, #I - I?. Anchor Press (T)

4-6

Introduce students to these family structural types -- single parent, nuclear, bi-racial, multi-generational or extended, "human." First, the teacher should discuss each of these family types with the students until they understand the differences among them. Second, the teacher should acquire several sets of puzzle-size cardboard cut-outs of men, women, boys and girls from different cultural/ethnic origins. Another set of cut-outs should identify roles/functions of different family members. These might be similar to the way comic strips get their characters to speak. The cut-outs in each of these sets should be varied enough so that any of the above family types can be constructed, and such that a variety of roles/functions can be assigned each family member. Third, divide the class into small groups of three or four. Provide each small group with the sets of cut-outs, Fourth, the

Vietnamese Refugee Education Series: Center for Applied Linguistics. (S/T)

Thuy, Vuong Gai, Getting to Know the Vietnamese and Their Culture. Ungar Publications (S/T)

Sully, Francois, We, The Vietnamese. Praegar Publications (S/T)

Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

GOAL F: STUDENTS WILL HAVE A RESPECT FOR THE FREEDOM AND DIGNITY OF ALL INDIVIDUALS, AN ACCEPTANCE OF THE RESPONSIBILITIES OF SUSTAINING AND ENLARGING THE INSTITUTIONS OF ALL PEOPLE IN A COMPLEX, MULTICULTURAL, INTERDEPENDENT SOCIETY, WHICH WILL CONTRIBUTE TO GREATER FREEDOM

Objective 14. Students will recognize that some variations in family structure and functions exist in all cultural/ethnic groups, and will understand some of the factors which account for this variability. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued teacher should call out different family types and have the students "construct" each type called with their cut-outs. Some healthy team competition can be cultivated by giving points to the team based upon how long it takes them to correctly construct a family type. Fifth, after this phase of the activity is completed, the students can then be tested on their understanding of the accuracy of the roles and functions of various family members. Have students randomly select several cut-outs describing roles/functions of family members and match these with the appropriate members of their constructed families. If there are some roles that do not match naturally with their family memberships, teams can negotiate "role/function trade-offs" among each other until each team is comfortable that the roles they have match well with the members of their constructed families.	"Growing Up Black" (filmstrip). Schloat Productions (S/T) Wong, Jade Snow, Fifth Chinese Daughter. Harper (S/T) "Minority Youth" (film series). BFA Educational Media (S) "American Families" (filmstrip). Coronet Instructional Media (S)
7-9 Have the students find out what "the family" means within Vietnamese communities, and the roles the various members are expected to perform. Also, have them explain how the role functions are taught and learned. If at all possible, have the students use a combination of written resources and personal interviews to collect the needed information. Have the students compare the results of their studies of Vietnamese families with other cultural/ethnic groups within the United States and the world, such as Appalacian Whites, reservation and urban Native American tribal groups, Anglo families of the 19th century, Liberians, Israelis, Brazilians and Bulgarians.	"Jenny." Anti-Defamation League (S) "To Be Me: Tony Quon." Anti-Defamation League (S) Weinter, Sandra, Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families. Pantheon Books (S/T) Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 1. Students will use a variety of verbal skills and oral techniques to demonstrate knowledge of a variety of culturally-evolved lifestyles or career choices.

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3

This activity is called "Talking It Out."* Develop a set of activity cards which contain the following statements or similar ones. (For younger students use pictures.)

- a dairy farmer
- a very rich person
- a migrant worker
- a factory worker
- in the army
- a coal miner
- a movie star
- in the hospital
- a police officer
- a truck driver
- divorced
- unemployed
- a member of the clergy
- President of the United States
- in prison
- a restaurant owner
- parent of ten children
- a doctor
- an elementary school principal

Help students to understand what each role or statement is. Then, explain that it is often hard to know or understand how people live because we have not had the same experience. Pass out the cards to students. Ask them to pretend their parent/guardian is the person or in the situation described on their card. Have each student tell what their life would be like and describe the things they or their family would do. Be sure to avoid giving students a word that might describe their real parents' present situation. Also, help students to avoid stereotypes when making their descriptions. (Add phrases that are more appropriate for a particular group, delete those which are too difficult.)

*Adapted from Individual Differences

Individual Differences: An Experiment in Human Relations. Madison Public Schools, Madison, Wisconsin (S/T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 1. Students will use a variety of verbal skills and oral techniques to demonstrate knowledge of a variety of culturally-evolved lifestyles or career choices. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 Develop a Multicultural Calendar of Events (for a month or year). The calendar should contain males and females (past and present) from a variety of ethnic/racial groups and be depicted in different occupational or life roles. Assign students to find information about individuals selected from the calendar and to prepare a short synopsis of their life or information about their career. - Have the students play the role of a radio announcer or a T.V. reporter. - Use the school intercom or assign the students to be roving announcers/reporters (going from room to room) to make "spot announcements" about their selected person. This activity is also appropriate for grades 7-9.	Rainbow Peoples Calendar. Multi-Ethnic Teacher Institute, Grand Valley State College (S/T) Tiedt, Pamela and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Edmond, Mary, A Multicultural Calendar of Events. Grand Rapids Public Schools (Michigan) (S/T) Fieldtrips to Community Service Agencies
7-9 Have the students search for articles/stories depicting individuals in a variety of occupational roles (e.g., medicine, agriculture, entertainment, politics and education - and from a variety of ethnic groups). Establish an oral reporting time called "People and Their Careers." Have students make oral reports about their article/story. Oral reports should include: 1) Identification of the person and something about their cultural/ethnic identity 2) A description of their career or occupation 3) A summary of the article/story and significant contribution which were made by the individual to society.	Magazines: Ebony, Black Enterprise, La Luz, Neusto, Pacific Citizen, Bridge, McCall (S/T) Newspapers: Chicago Defender, Detroit Free Press, Akwesasne Notes, Indian Voice, Slovak Americans. Also, check with ethnic group/societies, and/or your local newspaper or magazines (S/T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 2. Students will demonstrate knowledge of mathematical concepts and skills used by individuals from a variety of cultural/ethnic groups.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Develop a set of "multi-ethnic puzzles." Select large pictures from various magazines. Pictures should depict individuals or groups in a variety of leisure, life or occupational roles. Pictures should be approximately 8 x 10. Paste the pictures to a piece of posterboard about the same size. Draw lines on the surface of the pictures to create a puzzle. On the back side of each puzzle piece write a math problem/fact that you wish students to master. Problems/facts should be appropriate for the students' grade or achievement level. Laminate, or cover the puzzle with clear contact paper before cutting out the pieces. Ask students to team up. Provide one student with a set of index or flash cards with the correct answers or responses to the problems or facts. The other student is to be directed to work the puzzle; however, before the student can use a puzzle piece he/she must give a correct response to the problem/fact. Several different pictures may be cut into the same number of puzzle pieces and contain the same facts/problems, so that this can be used as a whole or small group activity. When the group has correctly mastered the problems, lead student to identify the cultural/ethnic group(s) or ethnicity of the individual(s) depicted in the picture. Discuss their life, occupational or leisure role.	A multicultural variety of magazines: Ebony, Life, Look, La Luz, Neustro, Pacific Citizen, Indian Voice (T)
4-6	
Provide students with a variety of books containing directions to games played by different people around the world. Have students play and/or study those that contain mathematical concepts/skills. Assign students play and/or study those that contain mathematical concepts/skills. Assign students to compare or contrast the variety of mathematical skills utilized in the fame they select to study. Have each student teach their selected game to the other members of the class. If the teacher teaches the game, she/he should then discuss with students terminology which is used that is from different cultures.	Miller, Nina, Children Games From Many Nations. Friendship Press (S/T) Vinton, Iris, The Folkways Omnibus of Children's Games. Hawthorn Books, Inc. (S/T) Grunfeld, Frederick V., Games of the World: How To Make Them, How They Came To Be. Holt, Rinehart and Winston (S/T) Wari: An African Stone Game (also, known as Oware). Center for Open Education (S)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 2. Students will demonstrate knowledge of mathematical concepts and skills used by individuals from a variety of cultural/ethnic groups. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Make a list of a variety of currency/coins used in several countries. Give students a list of goods and products and the price for each item in United States currency/coins. Assign students to make a chart entitled "The Money Market." Have them compute the price of each item in the foreign currencies, and tell whether the price is lesser or greater than in U.S. currency. The following is a starter list of currency:

Country	Currency	Worth in U.S. Dollars*
Italy	lira	.0011
Britain	pound	1.7100
France	franc	.2015
Mexico	peso	.0525
Hong Kong	dollar	.2150
Canada	dollar	0.9972
Japan	yen	.0034
South Africa	rand	1.1530
Sweden	krone	.2415

*January, 1977

Check your daily newspaper to see if a list appears in the financial section. Compare the values of the currency and coins listed above and their value today. Have the students conduct further research about the countries listed above and develop story problems for mastering other facts appropriate for their grade level.

Ask students who have traveled in other countries to share their experiences in exchanging United States currency for other currencies.

RESOURCES

Harbin, Elvin O., Games of Many Nations. Abingdon Press (S/T)

Laving, Sigmund A., Games the Indians Play. Dobb Mead Inc. (T)

Daily newspaper or encyclopedia (S/T)

Travel guide books to other countries, such as the series published by Fodor Modern Guides, Inc. (S/T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 3. Students will describe examples of racism, discrimination and/or prejudice and how people and groups within our society have been affected and are being affected by such priorities.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Conduct a contest (e.g., spelling, mathematics) with your class. Divide the class into two teams - Redbirds and Bluebirds. Make two boxes, one for each team. Place mostly large bills of paper money ($5, $10) and a few $1's in the Bluebirds box. Place $1's, $2's and a few $5's in the Redbirds box. Start the contest. Whenever a member of a team gives a correct answer, they may go to the money box(es). The object of the game is to let the Bluebirds accummulate the most money. The teacher should help them in every way possible. Whenever the class realizes that the game is rigged in favor of the Bluebirds, stop the game. Tell the students that you think Bluebirds are more beautiful and that you like blue much better than red. Lead students into discussing how they felt to be a redbird. Continue discussion by defining prejudice, discrimination, bias. Have students give examples of other ways people are discriminated against (religion, sex, handicap and race) and how these groups may feel when they are treated unfairly. This activity is most appropriate for upper primary level students.	Two (2) decorated shoe boxes. Decorate one much better than the other. Paper money, your spelling or math book. "Eye of the Storm." Anti-Defamation League (T) Kraus, Robert, The Rabbit Brothers. Anti-Defamation League (S)
4-6	
Ask students to define "prejudice." Encourage them to stay away from using examples (e.g., names of specific people or incidences). If examples are given, help the students rephrase the examples as a definition. Put the definition and examples on the board. Lead the class to arrive at a definition that is general rather than limited (e.g., not limited to race, color, religion). Have students look up the words, bias and discrimination, in the dictionary. Discuss the definition. Show the film, "Is It Always Right to be Right" or select another appropriate film. Discuss film.	Dictionary Provide additional resource materials on prejudice Film: "Is It Always Right to be Right" 8 min color. Stephen Bosustow Production (S)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 3. Students will describe examples of racism, discrimination and/or prejudice and how people and groups within our society have been affected and are being affected by such priorities. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Have students: 1) write a short story about ways they may have made a judgment about something and deprived another of a benefit they were seeking; 2) make up proverbs or slogans that show a bias; or 3) write a poem about how it feels to be discriminated against. In a follow-up discussion, relate to the students how prejudices have kept many individuals and groups from deriving economic benefits from society through denial of jobs and/or job mobility, as well as economic and political power. Follow-up by having students write their own stories about "Why It Isn't Always Right To Be Right." Compile each student's work into a notebook on prejudice and discrimination. This activity is most appropriate for the upper intermediate level.	Fact Sheet on Institutional Racism. Foundation for Change, Inc. (S/T) Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching. Allyn and Bacon (T) Council on Interracial Books for Children, Inc. (S/T)
7-9 Define racism. Discuss this concept with the class. Then divide the class into four (4) groups. Give each group a piece of newsprint and a marker. Have each group select a recorder. Give them fifteen (15) minutes to make a list of minority and/or cultural groups and ways they have been victims of racism. Save each groups answers. Ask students if they think they themselves have been victims of racism. Why? Follow-up this activity by having the students read VIEWPOINT brochures. Discuss and answer questions. After all brochures have been read and discussed, put students back into their same groups of four (4). Ask them to develop a new list. Hang-up both lists from each group. Compare each group's list and discuss the difference between the old and new lists.	Newsprint, Markers *VIEWPOINT BROCHURES 1. Definition of Racism 2. Minorities and the Media 3. Minorities and Jobs 4. Minorities and Prisons 5. Minorities and Education 6. Minorities and the Police 7. Minorities and Housing (S/T) *Brochures are available from: Foundation for Change 1841 Broadway, Room 306 New York, New York 10023 *Available in classroom sets of 30 for $1.00 or 100 for $3.00

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES -- CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 4. Students will demonstrate knowledge of global issues and interdependence, such as food shortage, population growth, and/or energy shortage and identify ways in which these impact upon the lifestyles of different people.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
To help students develop an understanding of and favorable attitudes in regard to the idea of interdependence, the teacher might help students develop a language experience type story which focuses on what would happen if various types of community workers were no longer available (e.g. people who work in stores and markets, police, nurses and doctors, bus drivers and service station people). The school and those who work in it and help to make it work could be used as an example of how a system functions effectively only to the degree that everyone cooperates, follows agreed upon rules, and accepts responsibility for the maintenance of the system. After the story has been completed, students can be assisted in preparing individual folders which include pictures, poems and illustrated stories which they have written about individual projects on topics such as: - Protecting and Maintaining the Environment - Keeping the Community Free of Litter and Pollution - Conserving Water	Paper and art supplies
4-6	
Develop a "SOR" (Save Our Resources) Center. Have students collect ethnic brochures, newspaper clippings and photographs related to shortages of natural resources. Set aside a period of time for students to look through the materials. Discuss with them the importance of developing good habits to conserve resources. Give students magazine/newspaper articles to read. Read the story "Let's Go To A Recycling Center." Visit a Recycling Center. Invite the school engineer to speak to the class on methods used to conserve energy at your school or take a trip to the boiler room to have him/her explain how your school is heated. Have half the students make a multiethnic collage depicting what happens when resources are not conserved. Have the other half develop a multiethnic mural showing how students can help conserve resources.	Magazines, newspapers, brochures. Obtain brochures from DNR, Electric and Gas Companies, recycling establishments, Federal, State and Local Energy Commissions (S/T) Goldstein, Jerome, Recycling. Schocken Books (S/T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 4. Students will demonstrate knowledge of global issues and interdependence, such as food shortage, population growth, and/or energy shortage and identify ways in which these impact upon the lifestyles of different people. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Conclude this unit by sponsoring a school-wide newspaper collection drive. Contact the local center nearest you for assistance and a recycling bin.	
7-9 One of the major problems of the world is hunger. Provide opportunity for discussion and activities as follows: 1) Find an illustration of a starving person; an overfed person. Discuss what he/she looks like, how he/she feels, what he or she does. Do this with pictures of both children and adults. 2) Compile a list of the largest food manufacturers (e.g., General Foods, General Mills and Beatrice Foods) and the products they sell. Find out what percent of items on the shelves in your supermarket comes from these large corporations. The business section of the library is the place to begin looking for this type of information. Trade journals such as Food, Engineering, Meat Processing, and even advertising agencies are also useful. Have students make a list of the possible jobs in a processing plant and explore skills needed for these jobs, and study how the world depends on individuals who possess these skills.	"World Hunger" (film/filmstrip) "Rice." Audio Visual Educational Center, Ann Arbor, Michigan (S) "Hungry Angels" Associated Films (S) "Remember Me" UNICEF (S) "Global Emergency Series: Food and Population" Guidance Associates (S) "Hunger in America." Columbia Broadcasting System Productions (S) Posters "Children Around the World" UNICEF (S/T) Current Magazines: Newsweek, Time (S/T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 5. Students will participate in activities which will broaden their understanding of the diversity of lifestyles which exist among various cultural/ethnic groups in the United States.

ILLUSTRATIVE LEARNING ACTIVITIES

K-3

During the month of December, develop a teaching unit entitled "Multicultural Celebrations for Multi-Ethnic People." Introduce the unit Holidays Your Neighbors Celebrate (if available), and/or ask students to name different holidays or celebrations observed by various cultural/ethnic groups. Then have the students name those holidays which occur during the month of December. Put the students' December list on the board. Tell students that they will be learning more about some of the holidays they've named and perhaps some that they did not name. Save the class December list and compare it to their response to the same question at the conclusion of the unit.

In teaching the unit, introduce the students to each of the holidays listed below. The teacher should use a variety of materials, techniques and activities to provide students with information about each holiday (e.g., filmstrips, films, stories, information from resources listed in the resource column).

Holiday/Celebration	Date	Activity
Hanukkah (Jewish)	Variable (check 1980 calendar)	Have students make clay replicas of the "Star of David" or purchase a set of 8 electric candles. Light a bulb on each of the 8 days to symbolize the Menorah
Los Posadas (Mexican)	December 16-24	Have the art teacher help the class make a pinata
St. Lucia Day (Swedish)	Begins Dec. 13	Make a replica of a headwreath
Christmas (USA & other countries)	Dec. 25	Have students make their own Christmas cards. Obtain a mailing list of the

RESOURCES

Purdy, S., Jewish Holidays: Facts, Activities and Crafts. Lippincott Company (S/T)

Foley, Daniel J., Christmas The World Over: How the Season of Joy and Goodwill is Observed and Enjoyed by Peoples Here and Everywhere. Chilton Book Company (T)

Simon, Norma, Hanukkah. Thomas Crowell Company (S)

Assenco, Yvonne (ed. Mary Edmond), Principals of Kwanza. Grand Rapids Public Schools, Grand Rapids, Michigan (T)

Sechrist, Elizabeth H., Christmas Everywhere. Macrea Smith Company (S)

Dobler, Lacinia, Customs and Holidays Around the World. Fleet Press Corp. (T)

Los Posadas. Babel (S)

The First Book of Kwanza. East Distributions and Publications (T)

Showers, Paul, Indian Festivals. Thomas Y. Crowell (S/T)

"Holidays Your Neighbors Celebrate" Coronet Films (S)

Ets, Marie H., Nine Days of Christmas (puppets, cassette, colored posters and activity guide). Society for Visual Education (SVE). (S/T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 5. Students will participate in activities which will broaden their understanding of the diversity of lifestyles which exist among various cultural/ethnic groups in the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3 continued

Holiday/Celebration	Date	Activity
		residents in a local nursing home. Have students address and mail cards to nursing home residents
Bodhi Day (Buddhist-Day of Enlightenment)	Dec. 8	Have students make a replica of a bodhi tree
Kwanza (Afro - American)	Dec. 26 to Jan. 1	Have students make a Kwanza banner representing the number of children in their family

This activity should be modified for use with primary children and only those activities which are reasonable for this level used.

4-6

Gather or develop advertisements from supermarkets and/or ethnic neighborhood stores. Give students a budget for purchasing the family groceries. Using money made in class or a substitute have students purchase items for a dinner meal using the shopping list you have provided.

Compare the lists. Discuss what food items were selected by different cultural/ethnic group members in your class.

Local newspaper - supermarket or neighborhood store advertisements

Telephone Books - yellow pages

Foods of the World Cookbooks (a series, including U.S. and international recipes). Time-Life Books (S/T)

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GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 5. Students will participate in activities which will broaden their understanding of the diversity of lifestyles which exist among various cultural/ethnic groups in the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued If there does not appear to be significant differences among the students' food items you want them to purchase. Have them scan the daily newspapers to find out where they might be able to purchase the items listed. If the local newspaper does not have a sufficient listing of the items, then make-up your own handbills or, if reasonable, assign students to visit or call stores to find out which ones stock the items they wish to purchase. Lead the students to see how many different stores they will have to visit in order to make their purchases. Discuss the ethnic composition of the neighborhoods where they were able to find the foods they had to purchase. In preparing your own advertisement fliers, vary the lists so that they include items used in the preparation of select ethnic group dishes. For example, one of the lists might contain the ingredients for: collard greens and sweet potatoe pie, or bratwurst and sauerkraut, or strusel, or chicken chow mein. Discuss with students the diversity that exists among various ethnic groups and their diets and eating habits. Finish the unit by having students bring the recipe for their family's favorite ethnic dish. Make a class cookbook and ditto copies for everyone. Be sure that each member contributes to the cookbook and that each recipe is credited with the name of the donor. Give students copies of all the recipes and let them make their own book covers. Students should take their cookbooks home. This activity is most appropriate for upper level intermediate students and junior high students.	

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 5. Students will particpate in activities which will broaden their understanding of the diversity of lifestyles which exist among various cultural/ethnic groups in the United States. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 Assign students a specific country. Have them conduct research on life in that country, and to prepare a skit depicting a day in the life of a family living in that country. Caution the students to avoid stereotypes. Have them present their skits to the class. OR Have students conduct research about life in a specific country. Then, write a short story about a family living in that country. Prior to making this assignment, discuss with students the variety of peoples and life-styles around the world. Pay particular attention to explain to students about peoples who live in Third World Countries, in cities as well as urban areas, and that their stories should reflect diversity of lifestyles and occupations and that they should attempt to be objective and have their stories depict the people as they would like to be depicted.	Encyclopedias and other reference books about various countries. National Geographic Magazines and other global publications Invite guest speakers from the community, college campus' and those who have traveled and lived in other countries - particularly the Third World

Objective 6. Students will identify various ethnic/cultural groups within the United States and contributions made by members of these groups in science and technology.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Make a bulletin board entitled "Garrett Morgan Is Our Friend." Place a picture of Morgan in the center of the board. Provide students with a brief biographical sketch of Garrett Morgan, Black inventor of the first traffic signal. Discuss with students: 1) School safety rules (crossing streets) 2) The different colors (red, yellow, green) on a traffic light 3) Other signs and symbols which give direction for cars and pedestrians (stop sign and crossing lanes at intersections) 4) What an inventor is	Burt, McKinley, Black Inventor or American. National Book Company (T) Black Americans: Yesterday and Today (study prints). David C. Cook Publishing (T) Ramano, and Green, American Negro Inventors. Franklin Watts (T)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 6. Students will identify various ethnic/cultural groups within the United States and contributions made by members of these groups in science and technology. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

K-3 continued

Draw an example of what the first traffic signal looked like. Explain to students that the inside mechanism invented by Morgan has not changed in today's traffic signal. Have students draw and color a traffic light. Explore with students what our city would be like without the traffic light and why Garrett Morgan is a Friend.

Culminate the unit by having a birthday celebration for Garrett Morgan (adapted from Garrett Morgan Is A Friend).

1) Bake three 9 inch or 8 inch round layer cakes. Use your favorite recipe to bake cake.
2) Arrange layers vertically on a piece of cardboard. (see illustration in the resource column).
3) Mix three containers of white frosting (enough to cover each layer). Add red, yellow or green food coloring (one color to each mixture). Frost each layer with the appropriate color.

You now have a "Traffic Light Cake" and are ready to celebrate Garrett's birthday.

4-6

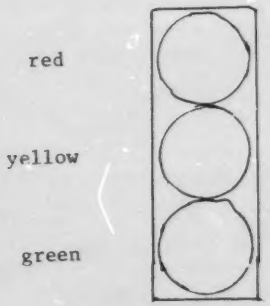
Discuss with students how the lifestyles developed by the Indians, Chinese, Incas, Pilgrims and Africans of long ago have contributed to modern science and technology. Have students read the books:

The Eskimos Knew
The Indians Knew
The Africans Knew
The Chinese Knew
The Pilgrims Knew
The Incas Knew
The Mayans Knew

RESOURCES

Assenco, Yvonne, Garrett Morgan Is A Friend: A Teaching Unit. Grand Rapids Public Schools, Grand Rapids, Michigan (T)

Cake Sample:



The books suggested for this activity are authored by Pine, Tillie S. and Levine, Joseph. Published by McGraw Hill

3[illegible]

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND TECHNOLOGY

Objective 6. Students will identify various ethnic/cultural groups within the United States and contributions made by members of these groups in science and technology. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

4-6 continued

Assign individual students to conduct several of the experiments included in the books. Create a class bulletin board entitled, "They Knew." Make sure examples of each group are represented. Ask students to find pictures which depict the contributions and how they appear and are used in today's world.

7-9

Show the film or video tape, "The Hurdler" (this film is a story of Dr. Charles Drew, Afro-American doctor who worked with blood plasma, laid the foundation for the first "Blood Bank" (blood transfusions and the storage of whole blood) and started the work carried out today by the Red Cross.

Discuss the importance of Dr. Drew's work. Provide students with study materials on Afro-Americans' contributions to Science/Technology. Assign small groups of students to conduct research on selected individuals. Groups may present their findings to the class in the form of:

1) Skits or Mini-play
2) Collage, mural or bulletin board
3) Poems, choral reading or songs
4) 3 dimension models
5) Audio-slide presentation

Other Afro-Americans who may be studied are: Garrett Morgan, Daniel Hale Williams, Grandville T. Woods, George Washington Carver, Benjamin Banneker, Jon Matzelinger, Matthew Henson, Lewis Latimer, and Elijah McCoy.

This activity can and wherever possible should be expanded to consider other cultural/ethnic groups.

RESOURCES

"The Hurdler" (film). Sterling Film (S)

Ploski, Harry and Brown, Roscoe, The Negro Almanac. Bellwether Company (S/T)

Hardwick, Richard, Charles Richard Drew: Pioneer in Blood Research. Charles Scribner's Sons (S)

Black Countributions to Science and Energy Technology. U.S. Department of Energy, Office of Public Relations (S/T)

Social Studies Portfolios, Science and Invention. (study prints series) Afro-Am Publishing Company (T)

Hayden, Robert C. and Jacquelin, Harris, Nine Black American Doctors. Addison Wesley Publishing Company (S)

Hayden, Robert C., Eight Black American Inventors. Addison Wesley Publishing Company (S)

Hayden, Robert C., Seven Black American Scientists. Addison Wesley Publishing Company (S)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 7. Students will acquire the knowledge and skills which will enable them to make art and crafts which reflect the culture and lifestyles of various ethnic/cultural groups and to compare their items with those they have personal knowledge of and experience with.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Acquire examples of pictures or actual reproductions of Native American masks and baskets. Explain to students how the Native Americans used masks for various ceremonies and baskets for personal needs. Have students identify ways people today use these or similar items. Example: Mask - Halloween and other holiday celebrations, masquerade and costume parties, and plays and dramas Baskets - Picnic, Easter and sewing Have students make a reproduction of their own masks and baskets. Provide them with directions which may be obtained from various arts and crafts books.	World Book Encyclopedia. Field Enterprise Education Corp. (T) Child Craft: The How and Why Library, Vol. II. Field Enterprise Educational Corp. (S/T) Horner, Deborah, Masks of the World to Cut Out and Wear. Charles Scribner's Sons (S/T) Kinney, Jean and Cle., 23 Varieties of Ethnic Art and How to Make Each One. Atheneum (S/T)
4-6 Students can learn much by exploring the history and customs of other cultures, reproducing the arts and crafts of these cultures and acquiring knowledge of the cultural context from which they originated. Students can, also, learn much about their own and other cultures by comparing the items they reproduce with those they are familiar with. Have students make reproductions of the following arts and crafts item and conduct classroom activities as explained in the World Explorer Learning Guide. (Each package listed below contains enough materials for 25 projects) Japanese Fish Kites Philippine Wind Chimes Chinese Calligraphy African "Saying Goodbye" Cloth Mexican Sundials Spanish Castanets	The materials/resources listed under this activity are published by: World Explorers Learning Guide "Pictorial Images of Mexico Today" (filmstrip) Mexico: A History in Art. Bradley Smith

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 7. Students will acquire the knowledge and skills which will enable them to make art and crafts which reflect the culture and lifestyles of various ethnic/cultural groups and to compare their items with those they have personal knowledge of and experience with. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Foreign Coin Key Holder Tiki Mast Indian Totem Plaque Mexican Yarn Painting African Mask Discuss how the items above are similar to things the children are familiar with.	Encyclopedias (such as the World Book Brittanica) and other library references (S/T)
7-9 Develop a class project called "Follow the Paper Route." Have students conduct research on an early civilization where paper was discovered - Asia and Africa - to find out how paper was made. Also, have students find out how these groups used paper and explore other discoveries and inventions which contributed to the uses of paper today. Make a large wall map of the world entitled, "Follow the Paper Route" using colored yarn to outline the route. For each discovery that students find during their study place a picture on that particular countries contribution to the paper industry or the use of the paper on the appropriate place on the map. Then provide students with study materials on the various ways different ethnic/cultural groups make use of paper to make arts and crafts items. Have each student select an item which they will reproduce. Encourage the student to be creative in making their own reproductions. As a follow-up activity have students conduct research and prepare a list of occupations that are associated with the paper-producing industry and with the newspaper industry.	Jablonski, Ramona, The Paper Cutout Design Book: A Sourcebook of Creating and Adapting the Heritage of American Folk Art, Polish Mycinanki, Chinese Hua Yang, Japanese Kirigami, German Scherenschmitte, and Others. Stemmer House Publisher, Inc. (S/T)

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GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 8. Students will identify cultural and traditional practices in regard to maintaining the physical and mental well-being of all.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Have students read the story of "The Ball Game" (a story about an Aztec ceremony). For younger students the teacher should read the story. Ask students to identify a game played by many Americans that is similar to "Ilachtli" which means "the ball game". (The answer is basketball). Discuss with students the fact that many of the games we play today are perhaps variations of games developed long ago in other places. Explain the reason for the special ceremony connected with this game, and that the game was a part of the ceremony at the same time it, the ball game, provided a form of recreation and entertainment for the audience and physical fitness for the game participants. Discuss with students why physical fitness and leisure activities are important for the physical and mental well-being of human beings. Ask students to name some games that will help develop 1) a person's mental ability and 2) a persons physical ability. Ask students to identify places in the community where they can participate in recreational activities. Invite representatives to the class from Girl Scouts, Boy Scouts, Campfire Girls, YWCA, YMCA to explain the types of activities they provide for students. Have students draw a picture showing their favorite mental and/or physical activity.	Franco, Ernest, The Ball Game. Voluntad Pblishers, Inc. 7800 School Creek Boulevard, Austin, Texas 78757 (part of the Indian Tradition Series) Harbin, Elvin O., Games of Many Nations. Abingdon Press (T) Grunfeld, Frederick V., Games of the World: How To Make Them, How to Play Them, How They Came To Be. Holt, Rinehart and Winston (S/T) Baldwin, Gordon C., Games of the American Indians. W. W. Norton and Company (T)
4-6	
Introduce students to the concept and principles of the sauna developed by the Finnish and the Sweat Lodge developed by several North American Indian tribes. Explain that these cultural groups developed this process which is similar to a steam bath. Some Indians use this procedure during what they call "Curing Ceremony."	World Book Encyclopedia Volume 7 "Finland: The People and Their Work." Field Enterprises Educational Corp. (S)

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Objective 8. Students will identify cultural and traditional practices in regard to maintaining the physical and mental well-being of all. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued	
Have students conduct research on the Curing Ceremony or Sweat Lodge used by the Native Americans and the Sauna used by the Finnish. Discuss why these groups established this procedure and its important in their culture. Ask students to identify other practices used by various groups for mental relaxation and or physical fitness, such as yoga and karate.	Harvard Encyclopedia of American Ethnic Groups. Harvard University Press (T)
Invite a resource person from a local (reputable) health spa or sauna to speak to the class about the effect of the sauna bath; or have a doctor or nurse speak to the class about sweat glands and how they function in the body.	Ethnic Chronology Series. Oceana Press (S/T)
7-9	
Have students develop a directory of the community service agencies, institutions and organizations that provide social/recreational and health services for people in their community.	Telephone Book (S)

Objective 9. Students will formulate and test hypotheses, gather and analyze data, make predictions and/or generalizations related to their own or other lifestyle.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Through a teacher-guided discussion, explore various handicapping conditions with the class, such as: hearing/language, visually impaired, learning disabled, mentally and physically impaired.	Corn, Anne L., Susan. National Association for Visually Handicapped (S)
Read stories about handicaps and lead the students to make generalizations about the person's lifestyle as compared to their own. Below are some discussion questions:	Goodsell, Jane, Katie's Magic Glasses. Houghton-Mifflin (S)
1) What are some of the basic needs that all people have?	Berry, Barbara J., Just Don't Bug Me. Follett Publishing Company (S)
	Fanshawa, Elizabeth, Rachel. Bradbury Press (S)
	Tester, Sylvia Root, Carla-Too-Little. Child's World (S)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 9. Students will formulate and test hypotheses, gather and analyze data, make predictions and/or generalizations related to their own or other li styles. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

K-3 continued

2) How might the lifestyles of a person who is _____ differ from yours?
(handicapping condition)
3) What kind of work might a person with a particular handicap most likely not be able to do? (correct misconception when appropriate)

Below are some stories for primary and early elementary students:

1) Meet Scott - He's A Special Person - Learning Disabled
2) Ben's Quiet World - Hearing Impaired
3) Atu, The Silent One - Language Impaired
4) One Little Girl - Mentally Impaired
5) Just Don't Bug Me - Physically Impaired (hip injury)
6) Rachel - Physically Impaired (wheelchair)
7) Susan - Visually Impaired
8) Katie's Magic Glasses - Visually Impaired
9) Carla-Too-Little - Physically and otherwise Health Impaired
10) Meet Lance - Mentally Impaired

Lead a class discussion after each story is read. (Activity should be modified to fit age/grade level of students.)

RESOURCES

Caccamise, Frank and Norris, Carolyn, Ben's Quiet World. Alinda Press (S)

Jupo, Frank, Atu, The Silent One. Holiday House (S)

Glazzard, Margaret H., Meet Scott - He's A Special Person. H & H Enterprises, Inc. (S)

Fassler, Joan, One Little Girl. Human Science Press (S)

Glazzard, Margaret H., Meet Lance. H & H Enterprises, Inc. (S)

4-6

This activity will help students understand that many factors and conditions may influence or determine an individual's lifestyle. One such factor is a handicapping condition such as blindness.

Ask students to close their eyes and to keep them closed until they are instructed to open them. Instruct student not to cheat. Make several movements in the room such as writing on the board, walking around to water a plant, thumbing through a book, dropping a pencil and eating a cookie. Ask students to open their eyes and describe what you did. Explore with students how they felt when they couldn't see what you were doing. For those who guess correctly, ask how they could tell what you were doing.

Mathis, Sharon B., Ray Charles. Thomas Y. Crowell (S)

Weiss, Malcolm E., Blindness. Franklin Watts (S)

Armer, Alberta, Steve and the Guide Dogs. World Cleveland (S)

Degering, Etta, Seeing Fingers: The Story of Louis Braille. David McKay (S)

Keller, Helen, The Story of My Life. Pendulum Press (S)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 9. Students will formulate and test hypotheses, gather and analyze data, make predictions and/or generalizations related to their own or other lifestyles. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued Explain to the students that most people have five senses - sight, smell, taste, feel and sound - and that the loss of either of these would create a major change in an individuals lifestyle. List the five senses on the board. Cross out sight. Ask students to hypothesize/predict which of the other senses would be the most important to have in adjusting to a change in their lifestyle if they were blind. Set up a classroom experiment using food and non-food items to help students test their hypothesis and to conclude whether their answers were correct. Let students arrive at their own conclusion based upon their own experimentation. Encourage students to experiment at home, and share their findings with the whole class. Have students read some of the stories listed in the resource column, and discuss as a whole class.	
7-9 *Use this activity to help students anticipate or predict their future lifestyle. Use it to illustrate some of the economic reasons both males and females should begin preparing now for a career. Ask the students to name a job they think they would like to hold when they are about 35 years old. Give the students a handout outlining the monthly expenditures for an average family. Show the students slides or pictures of a variety of houses in the community, various years and makes of cars, travel options, recreation vechiles and furniture. As the students choose which type of house, car, and other items they hope to own, have them list the payments of each item on their own monthly expenditures list. The class, with the teacher's aid, can decide on reasonable estimates for their other expenses. Then, discuss the following questions:	Looking Out For Life: A Teacher's Guide for Introducing Nontraditional Careers (field test materials). Utah State Board of Education, Vocational Education Division (T) *Adapted from: Looking Out For Life: A Teacher's Guide for Introducing Non-Traditional Careers. (T)

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Objective 9. Students will formulate and test hypotheses, gather and analyze data, make predictions and/or generalizations related to their own or other lifestyles. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued 1) How much money would you have to make per year to meet these payments? 2) Will the type of job you plan to have provide you with the money necessary to maintain the lifestyle you have outlined? 3) Will the type of job you plan to have allow you to do other things you think important (e.g., spend time with your family, provide for the social environments you prefer and allow you to live where you want)? 4) Will the job you select support your lifestyle? Have the students conduct research on the salary ranges of their selected careers and check out whether or not their selected careers would support the lifestyle they anticipate. Follow up with a discussion on: -- What do you need to do now to prepare for the kind of lifestyle you have planned?	Careers Opportunities (a series). J.G. Ferguson Publishing Company (S/T) Encyclopedia of Careers and Vocational Guidance. J.G. Ferguson Publishing Company (S/T) Occupational Outlook. U.S. Department of Labor, Bureau of Labor Statistics (T)

Objective 10. Students will assess their abilities and interests and relate them to various careers they might wish to pursue in the future.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Explain to students that their career role in school is as a student, and that a good way to improve upon the career is through self-assessment. Ask each student to identify classroom subjects and leisure time activities in which they would like to improve. Make a chart (see below) for each child to evaluate their own progress for improvement in the areas they have selected. Discuss with the students that the objective is to evaluate their growth in the areas they identified. Periodically, have the children draw a face* that shows how they feel about their own improvement in the areas they have identified.	Ditto: Chart *Career is defined here as all of those roles an individual plays throughout life, e.g., student, occupation, citizen, and leisure type of activities

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Objective 10. Students will assess their abilities and interests and relate them to various careers they might wish to pursue in the future. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

RESOURCES

K-3 continued

STUDENT SELF PROGRESS CHART

Identified Progress Area	Self Assessment			
	Sept.-Nov.	Nov.-Jan.	Jan.-Mar.	Mar.-June
SUBJECT: Math				
LEISURE ACTIVITY: Jump Rope				

*Code for Faces

no improvement improved stayed the same

4-6

To help students assess their capabilities for the purpose of career planning, make a ditto master of the chart below and have students complete the following self-evaluation:

Ditto: Chart

Things I Do Well	How Learned	Have You Always Been Interested In This	Why	Do You Plan To Use This Skill When You Grow Up	How

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Objective 10. Students will assess their abilities and interests and relate them to various careers they might wish to pursue in the future. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued You may wish to have students share their answers with others in the class. One way to do this is to set up a "Student of the Week" drawing where everyone can get classroom recognition. Select two students names by lottery. The students' whose names are drawn will be introduced by the teacher or a fellow student. Each will give an oral presentation or a demonstration about one of the things they've listed on their capabilities chart. For more positive reinforcement, make a badge for the chosen students to wear for the week.	
7-9 Without the use of resource books, have each student prepare a life work plan from high school to retirement. Ask each to select four potential occupations based upon their interest or abilities. Have each student conduct research on the educational level, job requirements, job description and salary for the occupations they choose. Have students develop a personal plan for the types of high school courses, training, and post secondary training or education they will need in order to become employable in either of the occupations they are interested in.	Occupational Outlook Handbook. U.S. Department of Labor (S/T) Dictionary of Occupational Titles (S) Priorities, Decisions, Security: 15 Years From Now: What I Want. (ditto masters) Multimedia Kit, Institute of Life Insurance Co. (S) MOIS (Michigan Occupational Information System). A computerized system of occupational information. Kit of Occupations, S.R.A. (S/T)

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GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 11. Students will participate in various activities which will enable them to become aware of the types of skills needed for select careers/vocations and aware that people from various cultural groups work together in all types of occupations.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Explain to students that many people who work in factories do assembly-line work. Use pictures from magazines and available audio-visual materials to help students understand the idea of an assembly-line. Conduct a simulation type experience with the students wherein they will put together a book for each member in class. Assign tasks for each pupil in a manner that will resemble an assembly-line.	World Book Encyclopedia, Volume F. Field Enterprise Educational Corporation (S) Tiedt, S., Quotes for Teaching. Contemporary Press (T) Making Crafts with Wood (S/T) Kerina, Jane, African Crafts. Lion Press (S) Appleton, Leroy, American Indian Designs and Decorations. Peter Smith Publishers, Inc (T) Hunt, W. Ben, The Golden Book of Indian Crafts and Lore. Simon and Schuster (S/T)
4-6	
Set up several Vocational Education Learning Stations in the classroom to provide students simulated experiences in working with wood, metal, sewing and printing. Below are some suggested names for the centers and a description of exemplary experiences: 1) The Print Shop: Provide students with several books from which to select proverbs or quotes representative of various ethnic groups. Provide the students with examples of posters that contain quotes and/or proverbs and examples of lettering styles. Have students develop a design for and make their own posters on 8" x 14" sheets of paper. Let students add art work to the lettering to add a decorative effect. Students may elect to use water colors, poster paint, crayons, tissue/construction paper to add color and to make the posters attractive. 2) The Wood Factory: Provide students with tooth picks, popsicle sticks, tongue depressors and glue. Let them be creative and do their own thing in making miniature furniture and other wood products.	D'Amato, Janet and D'Amato, Alex, African Crafts for You to Make. Julian Messner (S/T) A variety of sewing instruction books (T) Encyclopedias (T) Foods of the World Cookbooks (a series including U.S. and international recipes). Time-Life Books (T) Tiedt, S., Quotes for Teaching. Contemporary Press (S/T) Kerina, Jane, African Crafts. Lion Press (S) Appleton, Leroy, American Indian Designs and Decorations. Peter Smith Publishers, Inc. (T) Hunt, W. Ben, The Golden Book of Indian Crafts and Lore. Simon and Schuster (S/T) Marquevich, Pat and Spiegel, Shelly, Multiethnic Studies for the Elementary School Classroom. Education in Motion (T) Naylor, Maria, Authentic Indian Designs. Dover Publications (T)

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Objective 11. Students will participate in various activities which will enable them to become aware of the types of skills needed for select careers/vocations and aware that people from various cultural groups work together in all types of occupations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
4-6 continued 3) The Stitchery: Provide students with scraps of cloth, leather, felt, yarn, etc., and a host of ethnic arts and craft books. Students can select the items they wish to make and work independently on it. 4) The Metal Place: Provide a good supply of aluminum pie pans, tin-foil, and wire. (Colored beads can be used to add color and accent, but are not necessary.) Provide books for directions for several jewelry-making projects and what-nots. Students can select the particular project they wish to make, or provided with example may be encouraged to create their own.	
7-9 Locate and find culturally-based activities to add a variety and a multicultural perspective to vocational and business classes, while at the same time teaching skills necessary for students' selected vocational pursuit. Below are a few suggestions: 1) Typing Class: Provide students with a copy of Multi-Ethnic Time Writings, a book of typing exercises of biographies of a variety of ethnic group personalities. Students can work independently on their time writing, while at the same time learning about the lives of various people. 2) Foods: Provide students with a variety of ethnic cookbooks and books containing designs and symbols of various ethnic groups. Assign students to make cakes and cookies of different ethnic groups, or teach a standard cake or cookie recipe and have students decorate them with ethnic group designs. Set up a "tea party" for parents, teachers and/or administrators and invite them to the class where students will be the hosts. To add an additional flair to the party, have the student host and hostess wear ethnic costumes. Caution students	McLean and Elvin, Multiethnic Time Writings: Making Courage Count. Forkner Publishing Company (S/T) Foods of the World Cookbooks (a series including U.S. and international recipes). Time-Life Books (S/T) Solomon, Charmaine, Complete Asian Cookbook. McGraw-Hill Book Company (S/T)

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Objective 11. Students will participate in various activities which will enable them to become aware of the types of skills needed for select careers/vocations and aware that people from various cultural groups work together in all types of occupations. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9 continued About stereotyping in selecting their costumes, especially the Native American (who incidently should not always be depicted with war paint). Also, caution the students about being authentic with their dress. See if they can help locate community resources or perhaps their own parents who will loan costumes. 3) Clothing: Have students learn and prepare examples of various kinds of stitchery and seaming developed by select ethnic groups: e.g., French seam, English embroidery. 4) Woodworking: To add some multicultural variety and a decorative touch to old woodworking projects, provide students with a variety of ethnic group design books or have them research these in the school library. Instruct students to select a design for adding a decorative touch to classroom projects such as book ends, jewelry boxes, foot stools and wall placques. After students have completed their project according to directions, you may wish to have students imprint or add their design utilizing wood burning, decoupage, color paint and carving techniques.	A variety of sewing instruction books (S) Encyclopedias (S/T)

Objective 12. Students will explain causes for and the consequences of change through investigating the lives of a multicultural variety of individuals.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 Read, or have students read, the story of the life of Martin Luther King and of Rosa Parks. Develop a set of questions and conduct a teacher-guided discussion relative to the changes that occurred in the lives of each person. Focus on Martin Luther King leading Civil Rights marches and Rosa Parks "sparking" the bus boycott.	Patterson, Lillie, Martin Luther King, Jr.: Man of Peace. Garrard Publishing Company (S) Boone-Jones, Margaret, Martin Luther King, Jr.: A Picture Story. Children's Press (S)

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 12. Students will explain causes for and the consequences of change through investigating the lives of a multicultural variety of individuals. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3 continued	
Have students draw a picture of something learned about each person and what caused King and Parks to take the stance that they did.	"Martin Luther King, Jr." Teaching Resources. (one filmstrip and cassette) (S)
Have students re-enact the incident that lead to Rosa Parks' arrest. Make two columns and have students: discuss (1) benefits for blacks that could be gained as a result of the boycott; (2) the possible consequences for participating in the boycott for Blacks. Generalize about the monetary change in the lifestyle of Blacks caused by the bus boycott. Discuss how the bus boycott affected the jobs of some Blacks and Whites. Have students generalize about what they have learned and the importance of learning about past events.	Greenfield, Eloise, Rosa Parks. Thomas Y. Cromwell (S) Don't Ride the Bus on Monday - The Rosa Parks Story. Prentice Hall (S)
This activity is most appropriate for the upper primary and intermediate level.	"Ethnic Holidays of Special Interest." Eyegate, Inc. (S)
4-6	
Divide the class into four (4) groups. Make sure the groups have as good a racial and sex mixture as possible. Assign each group to prepare a panel discussion, taking one of the following positions relative to sex-equity: pro-male, pro-female, anti-male or anti-female.	Films "Free To Be, You and Me." McGraw-Hill (S)
Have students research and develop their presentations. Have each group present their topic. Allow for questions and answers from the other students.	"Is It Always Right To Be Right." Stephen Bosustow Productions (S)
After the presentations have been made, show the film, "Is It Always Right To Be Right." Ask the class to derive some conclusions and inferences based upon their panel discussion, and the film as it relates to sex-equity.	
Follow the discussion with the film, "Free To Be, You and Me". Discuss the causes and consequences - effects of both racial and sex-discrimination on one's ability to exercise freedom in the selection of a career.	

GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 12. Students will explain causes for and the consequences of change through investigating the lives of a multicultural variety of individuals. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Discuss with students the culturally pluralistic nature of the United States. Assign students to conduct research on or read a biography about different cultural/ethnic individuals. Prepare a written report on the individual's life or group they have investigated and present it orally to the class. In addition, have the students prepare a set of questions based upon their research which their classmates must answer after they've made their presentation. Questions should focus on the conditions for changes and consequences of change which occurred in the life of the person they are reporting on.

Discuss as a whole class:

1) Why it is important to learn about individuals and groups from other cultural/ethnic backgrounds?
2) How did the preparation of the report and student test help you?
3) Why they think it is necessary to understand conditions which cause change and to understand the consequences?

This activity may be extended by having students select an incident which occurred in their life which altered their lifestyle or career. Remember: career is defined as all of an individual's life roles, e.g., occupational, family, citizen leisure and student.

The teacher may wish to control the assignments to ensure a multiethnic variety.

RESOURCES

McLean and Elvin, Multi-Ethnic Time Writing: Making Courage Count. Forkner Publishing Company (S)

Adams, Russel, Great Negroes, Past and Present. Afro-American Publishing Company (S)

Newlon, Clark, Famous Mexican Americans. Dodd, Mead and Company (S)

Leathers, Noel, The Japanese in America. Lerner, Inc. (S)

Jones, Claire, The Chinese in America. Lerner Publications (S)

(Other titles published by Lerner Co. include: The German/ Russians/Italians/Hungarians in America)

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GOAL G: STUDENTS WILL BE EXPOSED TO A WIDE SPECTRUM OF CHOICES OF CAREERS AND OF CULTURALLY-EVOLVED LIFESTYLES - CHOICES WHICH ARE BASED ON EACH STUDENT'S DESIRES, ASPIRATIONS AND CAPABILITIES

Objective 13. Students will identify and implement ways in which they can contribute to the maintenance and/or improvement of their own and others environments.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Provide students with examples of ways people maintain, protect and improve their environment. Discuss with students their role and that they have a responsibility for contributing to the improvement of the environment for themselves as well as for others.	Materials (seed, tools, etc.) to carry out the project Group for Environmental Education (GEE) (S/T)
Take the students on a field trip around the school. Ask them to look for ways in which they can improve the school environment, such as: picking up paper, planting grass in a bare spot, planting flowers or a tree, designing a hopscotch type of board game to be painted on an asphalt portion of the school grounds (solicit parents' help implementing this idea, or have the art teacher work with the children on the design) and create designs for the school trash cans or signs to encourage others to use them.	
Make a laundry list of the students' ideas. Have students vote on the project they would like to implement.	
Formulate a plan for implementing the project the students have selected and carry it out. Students and their parents should be encouraged to assist in obtaining materials needed to carry out the project.	
4-6	
Engage the students in a teacher-guided discussion on the types of soil found around the world (e.g., Loess, Humus, and Sandy). View and discuss a filmstrip about our dependence on soil. Discuss: why different plants require different soils. Have students identify the many ways we are dependent upon plants.	"Soil is for Growing." McGraw Hill Publishing Company (S) "How Soil is Formed." McGraw Hill Publishing Company (S) Sample of food items and other items that come from plants
Divide students into three (3) groups and list plants that grow in the types of soil they have identified. Provide students with a single variety of seed. Plant these in the soil sample: - Let the students observe what happens to seeds and make generalizations about plant/soil compatibility.	

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Objective 13. Students will identify and implement ways in which they can contribute to the maintenance and/or improvement of their own and others environments. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
7-9	
Have students investigate agencies and organizations that deal with environmental protection. Develop a directory for future use. Ask a speaker to visit with your class and to talk with students about environmental problems on the local, state or national level. Divide the class in an appropriate number of groups according to the number of agencies in your locale. Assign each group an agency. Have students write a letter or make a phone call to the agency they are assigned to, to ascertain what students might do to improve their environment and to obtain information and materials from them. Have each group report their findings to the class.	Acquire films, filmstrips, pamphlets and brochures from environmental protection agencies and organizations Group for Environmental Education (S/T)
Guide the students through a process of arriving at a consensus to adopt and implement a project. Show film dealing with the problem. Plan the implementation phases for carrying out the project and have students carry it out.	
Have students investigate problems of towns in other parts of the world/U.S. (such as small rural towns in the Mississippi Delta). Adopt a town and plan a project to help the citizens of their "adopted town" improve the conditions of their environment.	

Objective 14. Students will point out differences and similarities between their family members' roles and responsibilities and those of cultures different from their own.

ILLUSTRATIVE LEARNING ACTIVITIES	RESOURCES
K-3	
Display pictures of different kinds of families depicted in a variety of situations. Be sure to include: 1) families with two parents, single parent, extended families and few/many children; 2) families playing, eating, watching television, taking a trip, cleaning the house; and, 3) families who are from different ethnic and cultural groups. Have students draw a picture of their own family. Encourage them to include	Pictures from a multi-ethnic variety of magazines and newspapers Representative of Children's Stories Keates, Ezra, Sam. McGraw Hill Book Company (S)

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Objective 14. Students will point out differences and similarities between their family members' roles and responsibilities and those of cultures different from their own. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

K-3 continued

everyone who lives in their house and/or members who may be married and/or living at home. Conduct a discussion in which students are asked to point out differences and similarities between their families and those displayed in the pictures.

Pair off the students for five-minutes discussion wherein they are to discover the similarities and differences between their two families. Encourage students to describe family roles, job roles, family activities, members and responsibilities. (This part of the activity can be modified for earlier grades.)

Follow up the activities by having students read, or read to them, several stories about children from different ethnic/racial backgrounds. For this activity, use stories about contemporary/modern children characters. Discuss differences and similarities.

If available, show film and filmstrips about different kinds of families and their activities and use multi-ethnic study prints to tell about different family roles and responsibilities.

4-6

Show the film series "Families" "Earning and Spending" "Helping Out" "Alike and Different". Discuss with students the differences in the lifestyles of each family represented in the films. Utilizing the same topics, have students list:

1) How they spend money in their family
2) Responsibilities they have in the family
3) What types of food they eat
4) Things they have learned from home
5) Family members

Pair the students off by twos. Have them compare their list and report to the class the similarities and differences between their own and their partner's family.

RESOURCES

Aitken, Larry P., Wanda Kee Wah Din (filmstrip and cassette). Tri-State Publishers (S)

Gauch, Pat, Grandpa and Me. Coward and McCann, Inc. (S)

Yoshima, Tara, The Youngest One. Viking Press (S)

Simon, Norma, All Kinds of Families. Albert Whitman Co. (S)

Film Series: (Churchill Films)

1) "Families: Earning and Spending"
2) "Families: Alike and Different"
3) "Families: Food and Drink"
4) "Families: Helping Out"
5) "Families: Teaching and Learning"

Study Prints:

"Family Lifestyles Around the World" (set of 16 color prints and Teacher's Manual). David C. Cook (T)

"Family Life Around the World" (set of 40 color study prints with 5 study guides and LP record). Coronet (T)

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Objective 14. Students will point out differences and similarities between their family members' roles and responsibilities and those of cultures different from their own. (continued)

ILLUSTRATIVE LEARNING ACTIVITIES

7-9

Pair students off in groups of twos (2). Try to achieve as much racial/cultural and sex balance as possible. Also include various economic levels (if you are aware of this). Assign students to interview each other. During the interview, ask students to ask questions of each other until they are able to ascertain four (4) things their families have in common, (e.g. both parents work, each has a brother or a sister, three bedrooms in the house, each has a car, both families like the same TV programs and both families attend church). The interview should last about 15 minutes. Afterwards, students should introduce their partner, tell something about them and the things they found out that they have in common.

Follow this up with a discussion of what makes up a family. Discuss all kinds: two family, single parent, nuclear family, extended family, children who live with relatives, foster families, adoptive families and racially mixed families. Have students make a collage of "All Kinds of Families." Instruct them to give their finished product a creative title. Poster collage should show similarities or differences.

RESOURCES

Magazines depicting a variety of ethnic groups and cultures. Ask the students and other teachers to bring magazines for the class to use

"Families" (film series). Churchill Films (S)

"Family: A Cross-Cultural Study." Educational Design (S)

"Life in the Single-Parent Family." Sunburst Communications (S)

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IV. ANNOTATED BIBLIOGRAPHY

Banks, James A., Teaching Strategies for Ethnic Studies, Second Edition. Boston: Allyn and Bacon, Inc., 1979.

"This book is designed to help present and future teacher realize the content, strategies, and resources needed to teach comparative ethnic studies and to integrate ethnic content into the regular curriculum. It is based on the assumption that multiethnic approaches to the teaching of ethnic studies are not only appropriate, but essential." (Preface of 2nd. Edition)

Included in the book are very practical suggestions which can be used by curriculum committees and individual teachers as they attempt to add a multicultural dimension to the instruction program and within their respective classrooms.

Baskin, Barbara and Harris, Karen H., Notes for a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R. R. Bowkar Company, 1977.

This volumne includes two hundred and fifty annotated and analyzed entries on every type of handicap -- physical, mental, social, emotional, and cosmetic. It is a good reference source for teachers.

Bernardo, Stephanie, The Ethnic Almanac. Stanford, CT: Dolphin, 1980.

The author provides serious, amusing, and entertaining information on thirty-five ethnic groups in the United States. This reference book also is illustrated with photographs and drawings. It can be used by both students and teachers in grades 3-12.

Chase, Josephine and Parth, Linda, Multicultural Spoken Here: Discovering America's People Through Language Arts and Library Skills. Santa Monica, CA: Goodyear Publishing Company, 1979.

This is a collection of multicultural study and teaching activities for the classroom teacher, the main focus of which is language, literature and library skills.

Cooper, Terry Touff and Ratner, Marilyn, Many Hands Cooking: An International Cookbook for Boys and Girls. New York: Thomas Y. Crowell, 1974.

This book of foods and recipes of nations around the world can be used with middle school/junior high school students independently, or as a resource for teachers working with elementary students.

Dreyer, Sharon Spredemann, The Book Finder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15. Minneapolis: American Guidance Service, Inc., 1977.

An excellent resource listing of hundreds of books divided, by categories, with a brief synopsis of each book and the issues it addresses.

Ethnic Chronology Series. Dobbs Ferry, NY: Oceana Press.

The more than twenty-five books in this series give good historical overviews of minority and majority ethnic groups in the United States. Information presented includes immigration patterns, chronologies of major events, cultural characteristics, and contributions in various fields. Each of the books has a separate author and publication date. This series is a useful source of information for students and teachers in the upper elementary grades and above.

Five Families. New York: Scholastic Book Service.

This A-V kit of five filmstrips, five cassettes, and one teacher's guide is a cultural awareness program for young children. It is designed to help children perceive the variety of families and cultures in the United States to value their own families and cultures, and to understand how these are related.

Gelfand, Ravina and Patterson, Letha (illustrated by Chet Sullivan), They Wouldn't Quit. Minneapolis: Lerner Publishing Company, 1962.

Biographical sketches of persons who have overcome physical disabilities to make mjaor contributions to society. The book is appropriate for use with upper elementary students.

Giese, James, Multicultural Education: A Functional Bibliography for Teachers. Omaha, NE: University of Nebraska Teacher Corps, Center for Urban Education, 1977.

A useful resource for teachers. Topics covered include; general multicultural education information; prejudice; discrimination; Black Americans; Chinese and other Asian Americans; Eastern European Americans; Italian Americans; Japanese Americans; Mexican Americans; Native Americans; Northern European Americans; and Puerto Ricans.

Grambs, Jean D. Intergroup Education: Methods and Materials. Englewood Cliffs, NJ: Prentics Hall, 1968.

This book has been divided into three major sections entitled: 1) Who Needs Intergroup Education, 2) Promising Practices and 3) Bibliography. Pages 1-19 consists of an introduction and overview of what is needed, who needs it, and sources of resistance. A second section includes suggestions on teaching methods and materials which might be utilized samples of what to use, open-ended stories and open-ended scripts. The final section consists of an extensive bibliography in regard to intergroup education.

Grant, Gloria (Editor), In Praise of Diversity: Multicultural Classroom Applications. Omaha, NE: University of Nebraska Teacher Corps, Center for Urban Education, 1977.

A list of multicultural activities for the classroom teacher. Subject areas include social studies, language arts, science, math, and art. The activities are appropriate for use with upper elementary and secondary school students.

Harvard Encyclopedia of American Ethnic Groups. Boston: Harvard University Press, 1980.

Comprehensive reference for teachers and other professionals, this volume is a systematic guide to the history, culture, and characteristics of more than 100 ethnic groups in the United States.

Haviland, Virginia, Children's Books of International Interest. Chicago: American Library Association, 1972.

Seven hundred titles annotated and grouped for "younger and older" children.

Interracial Books for Children Bulletin. New York: Council on Interracial Books for Children, Inc.

Using the format of a newspaper, this bulletin is published eight times a year. It features news stories on ethnic, class, age, and sex discrimination and dimensions of pluralism, tips for teaching multicultural education, and techniques for analyzing trade books, story books, textbooks, and other instructional materials for racism, ageism, and classism. Another regular feature is the "book shelf" wherein popular children's books are viewed and rated. This is a valuable resource for classroom teachers.

Julian Messner's Productions. New York

This publisher produces a series of books on different ethnic groups, their cultures and contributions. The series include books about both minority and majority ethnic groups. The authors and dates of the separate books vary. The series is a good general reference for students and teachers in the upper elementary grades and above.

Johnson, Mary, Yakubu, Derry Joe, and Wass, Betty, African Cultural Heritage. East Lansing, MI: Michigan State University.

A teacher resource that includes some of the following units: "Africa-Its People," "Land and Homes," "Foods of West Africa," "African Clothing and Grooming," "African Crafts,", etc.

Lee, Nancy and Oldham, Linda, Hands on Heritage. Long Beach, CA: Hands On Publications, 1978.

This volume includes background information on the history and holidays of Chinese, Greeks, Israelis, Japanese, Mexicans, Native Americans, and West Africans. Each unit includes information on how to implement the arts, cooking, and recreation of the various ethnic groups in the classroom. It is a good teacher resource for use with urper elementary and midde/junior high school students.

Lerner Publishing Company's In America Series. Minneapolis

A set of publications of more than twenty titles on different ethnic groups in the United States. The dates and authors of the specific titles vary, but each book in the series gives insightful information on the history, culture, and contributions of the ethnic group to which it is devoted. This series can be used by teachers and students in the upper elementary grades and above.

"Living Together in America." Elgin, IL: David C. Cook Publishing Company.

Available in English and Soanish, and designed for grades K-6, these twenty 12 1/4" x 17" color posters include pictures and background information on the origins, daily life, foods, customs, achievements, and celebrations of major ethnic groups in the United States. A 40-page teacher's guide suggesting ideas, learning activities, and resources also is included.

Marden, Charles F., and Gladys Meyer, Minorities in American Society, 3rd. edition. New York: American Book Company, 1968.

This book represents a sociological analysis and description of dominant-minority relations within the United States with an emphasis on the concepts of "minority" and "race". The author has attempted to define, describe, and analyze the phenomena of dominant-minority relations in the United States.

Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic -- A Multicultural Program for Primary Grades. New York: Anti-Defamation League.

Designed for grades K-3 these activities are grouped by specific multicultural objectives. Explanations of how family and ethnic groups are structured, and how cultural heritages are transmitted are presented as well.

Mills, Joyce White, The Black World in Literature for Children: A Bibliography of Print and Non-Print Materials. Atlanta: Atlanta University, 1975.

This volume includes 138 print and 63 non-print items, annotated with recommendations for children groups by age categories: younger (3-8 years old), older (9-13 years old), and adult.

"Minorities Have Made America Great" filmstrip series. Tarrytown, NY: Schloat Productions.

A series of filmstrips, each devoted to a different ethnic group, which describe the contributions of minorities to American history, life, and culture. These are good general references for teachers and students at all grade levels.

Nichols, Margaret S. and O'Neill, Peggy, Multicultural Resources for Children: A Bibliography of Materials for Preschool Through Elementary School in the Areas of Black, Spanish Speaking, Asian Americans, Native Americans, and Pacific Island Culture. Stanford, CA: Multicultural Resources, 1977.

This bibliography includes 10,000 sources, none of which are annotated, classified by grade level, or evaluated in any way.

Pasternak, Michael G., Helping Kids Learn Multicultural Concepts: A Handbook of Strategies. Champaign: University of Illinois Teacher Corps Project, 1979.

A collection of classroom activities and lesson plans designed to develop in future and practicing educators an awareness of how to incorporate multicultural concepts into their classroom instruction.

Reid, Virginia M., Reading Ladders for Human Relations, Fifth Edition. Washington, DC: American Council on Education, 1972.

About 1500 titles annotated that deal, in some way, with human relations are included in this bibliography.

Reilly, Robert P., A Selected and Annotated Bibliography of Bicultural Classroom Materials for Mexican American Studies. San Francisco, CA: R & E Research Associates, Inc., 1977.

This volume lists 233 print materials and 45 A-V aids. These are reviewed and divided into the areas of art, drama, literature, history, music, social studies, and teacher resources.

Rekdal, C.K. and Kan, B.S.L., Jing Ho, Hauk Ho #1. Seattle, WA: Fortune Cookie Press, 1976.

This is a collection of "make and learn" Chinese activities for elementary children.

Rose, Peter I. They and We: Racial and Ethnic Relations in the United States, 2nd edition, New York: Random House, 1974.

"This book describes some of the principal aspects of intergroup relations in the United States. It is a synopsis and evaluation of what sociologists and other social scientists have learned about America's minorities, the nature of prejudice, the extent of discrimination, and the reactions of minority group members to differential treatment." (Preface of book)

Rose, Peter I., ed. Nation of Nations: The Ethnic Experience in America, New York: Random House, 1972.

"This book is about the strains experienced by the various peoples who comprise the American Nationa. It is a collection of essays and articles by novelists and journalists, historians and sociologists, offering different views, perspectives, and positions on several important areas of scholarly and practical concerns.

--- Is America (or has it ever been) a melting pot? Or is the country more aptly characterized by the metaphor of a seething cauldron?
--- How similar are the experiences of non-white minorities to those of the white immigrants who came to these shores? Can we speak of both categories in the same terms or must new models be devised for assessing black and brown and red history in contrast to white?
--- What happens when people long oppressed began to challenge the system which, in many ways, has kept them in servitude? With whom do they have to compete most directly? Who wins? Who Loses?

Stensland, Anna Lee, Literature By and About the American Indian. Urbana: National Council of Teachers of English (NCTS), 1979.

This bibliography has a listing of 800 annotated books for primary age students through adults. The books listed cover a a wide range of topics such as myths, legends, oratory, poetry, fiction, biographies, autobiographies, history, traditional life and culture, modern life and problems, music, arts, and crafts.

Shipman, David A., The Prejudice Book: Activities for the Classroom. New York: Anti-Defamation League, 1979.

This collection of 37 activities is designed to help students in grades 3-7 develop their thinking processes, and to understand their relationships relative to differences, stereotypes, and prejudices.

Temko, Florence (illustrated by Yaroslava), Folk Crafts for World Friendship. Garden City, NY: Doubleday and Company, 1976.

This volume focuses on traditional crafts made in many countries throughout the world. It tells the story of the craft, gives directions for using the craft to make something, and gives suggestions for other things that can be done. This teacher resource can be used at all grade levels.

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching: A Handbook of Activities, Information, and Resources. Boston: Allyn and Bacon, 1979.

As the title suggests, this book provides explanatory information on some concepts and principles essential to multicultural education. The authors have done an exemplary job of compiling a wide variety of interesting and relevant activities that can be used with students at different grade levels. This is a useful resource for any classroom teacher who is looking for some imaginative ways to teach multicultural concepts and principles related to building positive concepts of self and others, understanding language/cultural differences, and promoting intergroup relations within the context of ethnic and cultural pluralism.

"With Pride to Progress: The Minority Child." New York: Parents' Magazine Films.

These color filmstrips provide insights into the cultural heritages, values, and needs of children from four minority groups: American Indian, Chicano, Puerto Rican, and Black. Appropriate for grades 9-adult, the complete series includes twenty color filmstrips, 12 cassettes, scripts, and 4 guides.

V. SOURCES OF OTHER INFORMATION IN MICHIGAN

The multiplicity and magnitude of resources and sources about ethnic diversity and cultural pluralism in Michigan are analogous to those in the nation as a whole. Simply put, there are too many sources of information and too many ethnic groups for any one person and/or agency to be adequately familiar with all of them. For instance, Ethni-City: A Guide to Ethnic Detroit, Volume II, an ethnic directory co-published by the Michigan Ethnic Heritage Center and The Center for Urban Studies at Wayne State University, lists, for Metro-Detroit alone:

- Over 2500 churches, institutions, agencies, organizations, and services for over 60 ethnic groups
- 10 different places where people can go to watch and/or participate in ethnic and/or folk dancing
- 36 "Saturday Schools" (language classes held in different ethnic communities) teaching 22 different languages
- 30 consulates in addition to the Detroit Consular Corps, an organization made up of all the Consular Generals in the Detroit area
- 20 different culturally-oriented airlines with offices located in Metro Detroit
- 13 radio stations which offer more than 125 ethnic programs in more than 25 languages
- One major daily and 10 major weekly ethnic newspapers

While Detroit may be somewhat more ethnically diverse than many other cities in Michigan, it is not the only such community. Many others with wide-scale ethnic, social, racial, and cultural diversity exist throughout the state.

Obviously, then, to compile even a representative sample of the possible range of sources of information about the many different ethnic groups throughout Michigan would be a monumental task and would require a separate volume. It also would face the problem of "currency," since some of the information that might be included would quickly become dated. Hence, the suggestions are limited here to a very few select ones, all of which function as "clearinghouses" and/or dissemination centers on ethnicity and multicultural education. Each agency or center is capable of providing many different kids of information and services about many different ethnic groups. It is recommended that school teachers and administrators should become very familiar with a few sources that can provide a multiplicity of services and information on a variety of aspects of ethnicity for many different ethnic groups rather than merely having an encyclopedic listing of ethnic agencies and organizations.

There are at least six significant sources of information and services about ethnic diversity, cultural pluralism, and multicultural education within the State of Michigan with which all teachers might become familiar. They are as follows:

1. Michigan Ethnic Heritage Studies Center (Telephone) Area Code 313/872-2225
   71 East Ferry Street
   Detroit, Michigan 48202

The Center serves as a clearinghouse for materials produced locally and nationally in all areas of ethnic studies. It has audio-visual and written materials for research, teacher training, classroom activities, and community services about ethnic diversity and cultural pluralism.

2. Most of the 13 state-funded universities have ethnic studies, human relations, and/or urban studies centers. Typically, these centers have both research and service facilities. From these sources, school personnel can receive assistance in a wide range of multicultural education related functions, such as staff development, diagnosis and evaluation of student needs, assessment and selection of instructional materials, curriculum design, and instructional and professional resources. One such agency is the following:

   The Center for Urban Studies (Telephone) Area Code 313/577 2124
   Ethnic Studies Division
   Wayne State University
   5229 Cass Avenue
   Detroit, Michigan 48202

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The particular concerns of this center are research and service activities related to a wide range of urban issues, with the intent of better serving the needs of the ethnically diverse communities in the Detroit area.

3. International Institutes located in Detroit, Flint, Muskegon, and Grand Rapids. These institutes offer services to help new immigrants adjust to American society and to help all people learn about different ethnic groups' histories, heritages, cultures, customs, and traditions. For classroom teachers, they can provide ethnic information through their regular program features, such as open houses, ethnic exhibits, cultural programs, folk-dance festivals and classes, and craft and cooking classes. These institutes also are an effective means of contacting individuals familiar with different ethnic cultures and heritages to serve as resources for teachers and classroom speakers for students.

4. Ethni-City: A Guide to Ethnic Detroit, Volume II. Published by the Michigan Ethnic Center and the Wayne State University Center for Urban Studies, in cooperation with the International Institute of Metropolitan Detroit, this directory is an invaluable tool to any Michigan teacher's search for ethnic resources. It includes information about ethnic religious institutions, organizations (e.g., athletic, educational, cultural, fraternal, performing arts, recreational programs and facilities, media, businessess, archives, consulates, language classes, libraries and museums).

5. The Michigan Department of Education. Two divisions of this agency are especially appropriate for teachers to contact about information and services in planning and implementing multicultural education programs. The divisions are:

a. The Division of State Library Services/School Media Center (Telephone) Area Code 517/374 9630
P.O. Box 30007
Lansing, Michigan 48909

Written and audio-visual materials pertinent to ethnic diversity and multicultural education (including curriculum development, professional literature, textbooks, informational resources on different ethnic groups, and sample products of multicultural curriculum projects) are available on a loan basis to local school districts and teachers throughout the state. Also available are consultant services to assist teachers in materials selection and evaluation.

b. Instructional Specialists Program Unit (Telephone) Area Code 517/373-1484
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

The Michigan Department of Education Social Studies Specialist can provide information about multicultural projects in various school districts. One example of such a project is:

... Flint ESEA Title IV-C Multicultural Global Education Project.

PROGRAM DESCRIPTION: The Flint Multicultural Global Education Program is a project to provide a replicable interdisciplinary multicultural global education package containing goals, student objectives, student and teacher activities, and an evaluation device, K-6. The project design and materials closley follow the Michigan Department of Education Guidelines for Multicultural and Global Education. The project is designed so that all basic skills are taught with multicultural/international materials and emphasis; students participate in art, music, dances, and games of various cultures; the metric system is used; each classroom "adopts" and conducts research on different cultural groups and countries throughout the year; foreign language study is emphasized; visitors and residents with different cultural backgrounds speak and visit frequently in classrooms; literature of the various cultures being studied is read and compared; and cultural awareness is stressed.

This project was developed for use in elementary grades K-6; however, please note that the K-3 materials are to be used mainly as a base from which students will participate in more in-depty types of study in grades 4-6.

Project materials include the following: 1) Overall Goals, 2) Program Objectives, and 3) Teaching/Learning Objectives for each of the 8 Program Objectives, suggested learning activities and student assessment items.

c. Office of School and Community Affairs

This office provides technical assistance and direction in multicultural education program planning, development, implementation, and evaluation. Personnel from this office will also assist teachers and administrators in establishing communication network and arranging visitations with local schools in various parts of the state that are engaged in multicultural education planning and implementation.

6. The Program for Educational Opportunity (POE) (Telephone) Area Code 313/763-9910
Charles Moody, Director
1046 School of Education
The University of Michigan
Ann Arbor, Michigan 48109

The POE is a federally funded regional service center. It provides in-depth technical assistance to a limited number of school districts in the areas of staff development and instructional planning/implementation for ethnic/cultural diversity and multicultural education. Broader-based, more indirect services are available in the written and audio-visual materials the POE has compiled on factual information about different ethnic groups and curriculum development for multicultural education.

These six sources of information on ethnicity and multicultural education are intended as supplements to the other resources identified earlier in these Multicultural Curriculum Guidelines. They illustrate the kinds of information and services that are readily available to assist teachers in their efforts to plan and implement effective and qualitative multicultural education programs. They are included to remind teachers and administrators that they do not have to take the "journey" into planning and implementing multicultural education alone. A simple telephone call or a letter to any of these agencies/organizations will bring assistance and support in many different forms, be it technical, moral, informational, or evaluative. These agencies exist to serve the needs of people who desire to learn more about the ethnic diversity for their own enlightenment and to assist them in helping others (especially youth) better understand the ethnic, social, and cultural diversity of the local, state, national, and world communities in which they live. We strongly encourage the readers to use them.

VI. WHERE TO GO FROM HERE

The goals, objectives, illustrative activities, and suggested resources presented in these Multicultural Education Curriculum Guidelines are intended as "starter ideas." They are an important first step in the process of implementing multicultural education in classrooms. However necessary they may be, they, alone, are not sufficient. Classroom teachers and other school personnel will need to participate in appropriate inservice education activities before they are adequately prepared to successfully incorporate information and experiences about ethnic, cultural, and social diversity within their communities, Michigan, the United States and the world into their instructional programs. These inservice activities must focus on helping them acquire the knowledge, skills and attitudes needed to provide instruction which is multicultural in nature.

First, recognition must be given to the fact that most school staffs, even in the decade of the 1980's, will be treading "uncharted waters" in their attempts to implement multicultural education. Teachers and administrators must become adequately informed about the various meanings of multicultural education and for many years the melting pot theory, or ideology of assimilation has been predominantly promoted by school systems. Thus, it will be necessary for teachers and administrators to change their outlooks about the diversity of American society and teaching which focuses on the pluralistic nature of the United States rather than the "melting pot" theory.

Many of the traditional attitudes and teaching approaches that have operated in the past will not be appropriate for the successful implementation of multicultural education. For example, for a long time educators have ascribed to the notion that "a teacher who could teach any student could teach all students." The underlying premise of this notion was that the "good, effective teaching techniques" are equally applicable in regard to all students regardless of their ethnic, social, or cultural heritages, backgrounds, and experiences.

Now, research on cultural and ethnic pluralism tells us that cultural conditioning, which is reflected in ethnic group membership and social backgrounds, influences the way students and teachers learn and teach in the classroom. Hence, matching teaching styles with learning styles, or modifying instructional processes to accommodate cultural experiences is essential in classrooms that are ethnically, racially, culturally, and socially diversified if optimum learning is to occur. This means, then, that well-planned staff development in terms of ethnic diversity, cultural pluralism, and multicultural education will be required.

Second, implementing effective multicultural education is a multidimensional, as well as a multidirectional, process. It will require the revision, reorganization, manipulation, and coordination of many different elements of the school enterprise. Among these are: instructional strategies, school and classroom climate, support services, counseling and guidance, assessment, diagnosis and evaluation, leadership, parental participation, and curriculum (our particular concern in this document). For instance, to accommodate to the demands of multicultural education, curriculum will have to be defined broadly, and perceived as an on-going, flexible process that is capable of taking new shapes and forms as new materials and ideas emerge. For our purposes in this document, curriculum is defined as "all planned activities of the school." Besides the courses of study and instructional program to enlighten students (e.g. the "formal curriculum"), it includes activities such as: organized play, athletics, dramatics, organizations and clubs, and other extra-curricular activites (e.g., the "informal curriculum"). Both the "formal" and the "informal" curricula must be structured to provide opportunities for all students to learn and have positive experiences about members of many different racial, ethnic, social, and cultural groups.

Third, as schools and teachers plan to incorporate the goals of ethnic and cultural pluralism as outlined in the Michigan State Board of Education Position Statement on Multicultural Education and these Multicultural Education Curriculum Guidelines, both short and long-range planning will be necessary. The following suggested strategies and approaches should be helpful:

--- Establish a broad-based Multicultural Education Advisory Committee with representation from

a) Teachers
b) Administrators
c) Parents

d) Students
e) School Board Members
f) Community Organizations, including groups concerned with the diverse ethnic heritages which flourish within the United States, and equal educational/civic/economic opportunities for all.

--- Adopt a written philosophy of education that is multicultural and consistent with the general education philosophy of the local school district.

--- Assign a qualified staff person to coordinate, direct and/or supervise the multicultural education efforts of local school districts and buildings.

--- Assess the current status of multicultural education in the local district in terms of student needs, curriculum, staff competencies, and instructional materials.

--- Identify policies and practices that are counter-productive to the effective implementation of multicultural education and implement strategies to minimize and/or eliminate them.

--- Identify multicultural goals and performance objectives which are consistent with the established educational philosophy of the local school district.

--- Analyze which multicultural goals and objectives are currently being met by grade levels and subject areas. Eliminate unnecessary duplication.

--- Determine which multicultural goals and objectives are not a part of the current curricula. Decide which subject department and/or grade level will be responsible for integrating each objective, concept, or strategy into the instructional programs. Any one or a combination of all of the following techniques is appropriate --

a) Infuse multicultural education objectives into existing courses/subjects.
b) Provide separate courses (semester, full year, mini-courses) on the histories, cultures, contributions, issues, and concerns of various ethnic groups.
c) Develop school activities and learning opportunities, such as assemblies, independent study, exchange programs, extra-curricular activities which provide students with experiences in cross-cultural interactions, and the acquisition of knowledge as to the multicultural nature of our society.

--- Establish policies and procedures to ensure that all adopted textbooks and supplemental instructional materials are evaluated for the inclusion of multicultural content.

a) Develop or adopt bias-free criteria (cultural, racial, ethnic, social) for evaluating instructional materials.
b) Provide inservice education for staff on how to use the criteria and compensate for deficiences found in instructional materials.
c) Communicate clearly -- and in writing -- the directions for using such criteria when selecting instructional materials.
d) Designate a specific individual/department to be responsible for seeing that the policy is observed.

--- Develop a list of local minority and majority ethnic groups/organizations/individuals who can provide assistance in implementing multicultural education programs. In addition, use the assistance of state agencies and institutions of higher education which can provide consultant services for developing multicultural programs and curricula.

--- Conduct a survey of the "Distribution of Students by Race and by Sex Participating in Extra or Co-Curricular Activities." This type of study will be useful in ascertaining the degree of "integration" occurring in these important aspects of schooling, and in pinpointing specific areas of concern and possible intervention.

--- Provide on-going inservice opportunities for staff development whereby teachers and administrators can --

a) Acquire knowledge of the history, culture, concerns, and issues of ethnic minorities and women.
b) Explore various topics germane to multicultural education, ethnic diversity, and cultural pluralism.
c) Understand the nature of institutional racism, sexism, and other "isms," and the subtle ways each one is perpetuated.

These are but a few ideas and strategies for addressing the need for developing quality multicultural education programs and ensuring their effective implementation. Again, the readers are reminded that they are offered only as "starter ideas," along with strong encouragement for teachers and administrators in local districts and school buildings to add other suggestions that will facilitate the effective implementation of multicultural education. Further, individual educators and school districts are reminded that one of the reasons for the original creation of a system of public education in the United States was to promote and strengthen the country's fundamental belief in equality. Among the system's primary responsibilities is that of preparing individuals for effective participation in a democratic society. Since the American society, as well as the world, is ethnically pluralistic and socially and culturally diversified, multicultural education is an essential component of the preparation for democratic citizenship.

Each individual, regardless of his or her role in the educational system, be it teacher, counselor, administrator, student or support staff, must share the school's responsibility for providing multicultural education. But teachers, in particular, are responsible for implementing this concept. After all, teachers are the single most important element in shaping the dynamics of classroom interactions. They are "significant others" in the lives of students. It is the "power of the personality of teachers" which creates the mood and tempo of the climate in which teaching and learning occurs, which sets the tone and tenor for interchanges among students, and which determines if children are humanized or dehumanized, and experiences pain or pleasure in the instructional process.

It is imperative that teachers and other school staff remember "the power of their influence" as they undertake the tasks of implementing multicultural education. Those who accept the challenge seriously and conscientiously will, indeed, have taken "one giant step for the betterment of all humankind." In this highly technical, diverse, changing, and interdependent space-age in which we live, and the uncertain future we anticipate, multicultural education is no longer a luxury; it is a necessity for our psycho-political survial and well-being.

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A P P E N D I C E S

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APPENDIX A-1

A Model Board Policy Statement*

It is important that once a multicultural, nonsexist policy statement is adopted that it be publicized so that all people in the community are aware of it. A policy statement should be short and concise. The following suggested model should not be adopted verbatim but adapted to unique local situations. It is wise to discuss all proposed policy statements with the school district's legal advisor.

It is the policy of the _____ Community School not to discriminate on the basis of race, national origin, creed, age, marital status, or physical disability in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

Checklist to ensure compliance with policy notification requirement:

- Have you developed the nondiscrimination policy statement and distributed it for publication in:

local newspapers?	Yes___ No___
institutional or agency newspapers or publications?	Yes___ No___
student publications?	Yes___ No___
memoranda or other written notices to parents (elementary or secondary)?	Yes___ No___
notices of labor organizations or groups holding professional agreements with the institution or agency?	Yes___ No___
notices to student and employee recruitment representatives?	Yes___ No___

*Guide to Implementing Multicultural Nonsexist Curriculum Programs In Iowa Schools, State of Iowa, Department of Public Instruction, June 1976.

- Have procedures been developed to ensure continuing publicat.on of the policy in:

course announcements?	Yes___ No___
bulletins or catalogs?	Yes___ No___
application forms?	Yes___ No___
student recruitment materials?	Yes___ No___
employee recruitment materials?	Yes___ No___
student handbooks?	Yes___ No___
official policy statements?	Yes___ No___

- Has a policy directive been issued and procedures specified to ensure that all institutional or agency publications avoid textual or illustrative references to differential treatment on the basis of race and sex except as such treatment is permitted by the law? Yes___ No___

- Has a policy directive been issued and procedures specified to ensure that institutional or agency representatives have been informed of the policy of nondiscrimination on the basis of sex and race and are implementing it in carrying out their assigned responsibilities? Yes___ No___

APPENDIX A-2

A Policy Statement Adopted by the Flint Board of Education*
May 20, 1981

1) It is the policy of the Flint Board of Education to assure equality of educational opportunity for all students regardless of race, sex, age, religion, language, socio-economic or ethnic background, physical or mental condition, or marital status.

2) It is further the policy of the Flint Board of Education that all efforts be made to acknowledge and recognize that we live in a diverse and multicultural society, consisting of racial, ethnic, and religious groups whose cultures, values, beliefs, and lifestyles are valid and viable elements of our democratic society. In this context, the Flint Board of Education fully recognizes the rights of students in the Flint educational community to learn within the framework of cultural experiences which maximize the individual development of their human potential.

3) Finally, it is the policy of the Flint Board of Education to initiate and maintain appropriate procedures to actively foster and support efforts to design and infuse instructional experiences districtwide that will lead to a more humane and democratic society.

*Printed with permission of the Flint Community Schools

APPENDIX B-1

MULTICULTURAL EDUCATION PROGRAM

SELF EVALUATION

The Michigan Department of Education uses the attached multicultural education program self-evaluation instrument to obtain information from local school districts in regard to the status of efforts within the districts to foster multicultural education. Results are used to make decisions as to:

a planned course of action which would include:

- listing and prioritizing of tasks to be accomplished and time lines,
- identification of resources that are needed, how they are to be acquired and allocated,
- assignment of responsibilities for various tasks,
- designing, conducting and evaluating appropriate inservice education activities,
- acquiring, developing and/or revising curriculum and instructional practices to foster multicultural education,
- periodical evaluation of district efforts to enhance multicultural education.

Local education agencies wishing to make use of the instrument would need to adapt the instrument to fit their particular situation. The important ideas to be remembered and emphasized in regard to any needs assessment relate to the purpose of a needs assessment.

Whichever instrument is used should be based on a sound and realistic notion as to "what ought to be." The evaluation is conducted to determine the current state of affairs (what is) in terms of a particular area of interest and the results serve as a basis for deciding what, if any, action is to be taken to strengthen a particular program. Other decisions related to program improvement are also made based on the results of the assessment.

When the instrument is sent to districts, it is recommended that the superintendent should designate an appropriate member of his/her staff to: complete the instrument, obtain related materials, and forward to the Michigan Department of Education.

The information obtained by the Department is used to assess state-wide needs and to provide technical assistance and consultation services as needed.

Please return to: Michigan Department of Education
Office of School and Community Affairs
P.O. Box 30008
Lansing, Michigan 48909

MULTICULTURAL EDUCATION PROGRAM

SELF EVALUATION

DISTRICT: _____

SUPERINTENDENT: _____

CONTACT PERSON: _____ TITLE: _____

TELEPHONE: _____ DATE: _____

Inquiries and questions regarding this form
should be directed to the Office of School and Community Affairs
(517) 373-3260

The following is a list of key elements in a district multicultural education program. Please review this list and indicate the status of your district by circling the appropriate response. Circle Yes, No, or Under Consideration or Started (C/S).

1. A board of education policy statement on multicultural education has been approved. Yes C/S No

   Would you share a copy?

2. If the policy has been approved, have dissemination activities been conducted with all appropriate groups? Yes C/S No

3. A multicultural education district-wide self-evaluation needs assessment has been conducted. Yes C/S No

   Would you share a blank copy of the instrument used?

4. A multicultural education building or grade level self-evaluation has been conducted? Yes C/S No

   Would you share a blank copy of the instrument used?

5. There is an effort to recruit job applicants from among groups (cultural/ethnic, race, sex, age) underrepresented in the present staff. Yes C/S No

6. Employees of both sexes and different racial, ethnic and cultural groups are found scattered throughout the various job classifications, sections and grades. Yes C/S No

7. Where there is underrepresentation of particular groups within the district and building staffs, specific efforts have been made to compensate for this underrepresentation. Yes C/S No

   Please specify:

8. District-wide multicultural education program objectives have been established. Yes C/S No

   Would you share a copy?

9. Building or grade level multicultural education program objectives have been established. Yes C/S No

   Would you share a copy?

10. A district-wide plan of action for multicultural education has been developed which includes tasks and timelines. (Please share a copy if available.) Yes C/S No

11. A building or grade level plan of action for multicultural education has been developed which includes tasks and timelines. Yes C/S No

    Would you share a copy?

12. Inservice education activities which focus on multicultural education are provided on a regular basis (e.g., history and culture of the various cultural/ethnic groups which make up our society; intergroup relations; interpersonal communications; suggested teaching methodologies and instructional strategies for enhancing multicultural education; selecting and evaluating instructional materials for bias and learning how to compensate for deficiencies; and, cultural, ethnic, racial and sex role stereotyping).

    In regard to inservice education activities, for the following items, please check the appropriate responses in terms of those items which are addressed in your district's long-range and short-term inservice education plans. Such activities have focused on:

    a. Awareness types of activities for:*

       1) Board of Education Yes C/S No

       2) Administrators/curriculum specialists Yes C/S No

*Awareness types of inservice education activities, in this instance, are those activities which are designed to help those who participate in the training to become more aware than they were prior to receiving the training as to: (1) what is meant by the term "multicultural education," (2) what they are being asked to do in terms of their areas of professional responsibilities, and (3) why they are being asked to do something other than what they are now doing.

3) Teachers	Yes	C/S	No
4) Community Advisory Council and community at large	Yes	C/S	No
5) Counselors and librarians	Yes	C/S	No

b. Readiness types of activities:*

1) Board of Education	Yes	C/S	No
2) Administrators/curriculum specialists	Yes	C/S	No
3) Teachers	Yes	C/S	No
4) Community Advisory Council	Yes	C/S	No
5) Counselors and librarians	Yes	C/S	No

c. Commitment types of activities:**

1) Board of Education	Yes	C/S	No
2) Administrative/curriculum specialist	Yes	C/S	No
3) Teachers	Yes	C/S	No
4) Community Advisory Council	Yes	C/S	No
5) Counselors and librarians	Yes	C/S	No

Would you share any information about the inservice activities, if available?

13. Extra-curricular policies, programs and activities have been reviewed to determine whether or not a reasonable number of students from all cultural groups are participants in the activities regardless of culture, race, or sex.

*Readiness types of inservice education activities, in this instance, refers to those activities which are designed to help those who participate in the training to do those things within their areas of professional responsibility which will enhance multicultural education. (e.g., teachers participate in workshops to learn how to evaluate instructional materials for bias and how to compensate for deficiencies.)

**Commitment, in this instance, refers to the culmination phase of an implementation plan. (e.g., classroom teaching activities includes appropriate attention to the culture and contributions of various cultural, ethnic, racial groups.)

14. A district-wide multicultural education advisory council has been established and is functioning.* Yes C/S No

If yes:

a. Describe the composition of this council in terms of age, sex, race, cultural and ethnic background, handicap status and whether community members or school staff.

Age:

% senior citizen _____

Sex:

% male _____

% female _____

Race:**

% minority _____

Handicap:

% handicappers _____

Ethnic/Cultural Background:

% having strong ethnic/cultural identity in the community _____

Please indicate which groups:

_____

_____

Community/School:

% from community _____

% school administrative staff _____

% school teaching staff _____

b. Frequency of meetings:

c. Describe role of council:

15. Building or grade level advisory councils have been established and are functioning.*** Yes C/S No

If yes:

a. Describe the composition of this council in terms of age, sex, race, ethnic background, handicap status and whether community members or school staff.

Age:

% senior citizen _____

Ethnic Background:

% having strong ethnic identity in the community _____

*The functions of a multicultural education advisory committee may be included in other district-wide committees or there may be building/grade level advisory councils rather than a district-wide council.

**As used in this instrument, refers to Blacks, Hispanics, Asian Americans and American Indians.

***See item #14.

Sex:

% male _____

% female _____

Race:

% minority _____

Handicap Status:

% handicappers _____

Please indicate which group

_____

_____

Community/School:

% from community _____

% school administrative staff _____

% school teaching staff _____

b. Frequency of meetings:

c. Describe role of council:

16. The district-wide curriculum program has been reviewed and revised as needed to insure that it includes a multicultural dimension for each of the following subject areas (indiate status for each area):

a. Communication skills (reading, writing, and speaking/listening)	Yes	C/S	No
b. Health education	Yes	C/S	No
c. Mathematics	Yes	C/S	No
d. Music	Yes	C/S	No
e. Physical education	Yes	C/S	No
f. Science	Yes	C/S	No
g. Social studies	Yes	C/S	No
h. Visual arts	Yes	C/S	No
i. Vocational education	Yes	C/S	No

17. Grade level or building curricula have been reviewed and revised as needed to insure that they include a multicultural dimension for each of the following subject areas (indicate status for each area):

a. Communication skills (reading, writing, and speaking/listening)	Yes	C/S	No
b. Health education	Yes	C/S	No
c. Mathematics	Yes	C/S	No
d. Music	Yes	C/S	No

e.	Physical education	Yes	C/S	No
f.	Science	Yes	C/S	No
g.	Social studies	Yes	C/S	No
h.	Visual arts	Yes	C/S	No
i.	Vocational education	Yes	C/S	No

18. A district-wide process has been established and is used for selecting and evaluating instructional materials to insure that they accurately portray and reflect all groups in our society and are free of bias. Yes C/S No

    Please provide a copy of your procedure or written information pertaining to these procedures and how they are being used.

19. Inservice education activities have been designed to help teachers compensate for deficiencies found in instructional materials in terms of bias. Yes C/S No

    Are they being used?

    Please provide a copy of the workshop outline if available.

20. Schools make frequent, effective and extensive use of people from a variety of ethnic, racial and cultural backgrounds to enhance the multicultural component of the overall educational programs. Yes C/S No

    Please describe briefly.

21. An instrument to assess student understanding and knowledge in the area of multicultural education has been used and the results analyzed. (e.g., (1) accurate and positive information about the history, culture and contributions of various cultural groups which make up our society and (2) understanding of terms such as stereotype, bias, ethnocentrism, and prejudice.) Yes C/S No

    Please share the instrument with us.

    Describe the results of the analysis:

22. As part of the regular student assessment activities in curricular areas, items have been included to measure the multicultural dimensions of the following curricular areas (indicate status for each area):

a. Communication skills (reading, writing, and speaking/listening)	Yes	C/S	No
b. Health education	Yes	C/S	No
c. Mathematics	Yes	C/S	No
d. Music	Yes	C/S	No
e. Physical education	Yes	C/S	No
f. Science	Yes	C/S	No
g. Social studies	Yes	C/S	No
h. Visual arts	Yes	C/S	No
i. Vocational education	Yes	C/S	No

23. A sufficient quantity and variety of accurate and current supplemental materials are available in the district and/or building library/media center concerning the various cultural/ethnic groups which make up our society. Yes C/S No

    Are they utilized by teachers? Yes C/S No

24. There is an ongoing systematic evaluation of the multicultural component of the educational program. Yes C/S No

    Please share with us whatever instrument is used.

25. School staff are knowledgeable about race and sex discrimination laws.

a. All students and their parents have been informed of their rights under Title VI, Civil Rights Act of 1964.	Yes	C/S	No
b. Parents, students and community have been informed of the school's responsibilities under Title VI.	Yes	C/S	No
c. There is a written policy that vendors contracted to provide materials and/or services for the district comply with Title VI of the Civil Rights Action.	Yes	C/S	No
d. Administrators and teaching staff have been given information on Michigan law about multicultural instructional materials (School Code of 1976, 380.1173).	Yes	C/S	No

e.	Building policies have been reviewed to assure that all students, regardless of race, receive equal treatment (aid, benefits, services) and equal application of various rules and regulations.	Yes	C/S	No
26.	School policies and practices reflect race fair as well as race affirmative action.*			
a.	The school board has an officially adopted policy statement on nondiscrimination on the basis of race in student treatment and educational programs.	Yes	C/S	No
b.	Suspensions of students belonging to various cultural groups does not exceed the percentage of the group in the district.	Yes	C/S	No
c.	Dropouts for any racial/ethnic/cultural group does not exceed the percentage of the group in the school district.	Yes	C/S	No
d.	Enrollment in classrooms is representative of the total racial/ethnic/cultural composition of the school.	Yes	C/S	No
e.	All course enrollments have been reviewed by race and there is assurance that course enrollments that are disproportionate are not due to school policies or counseling procedures.	Yes	C/S	No
f.	The guidance counselors spend an equal amount of time with students from all racial/ethnic/cultural groups.	Yes	C/S	No
27.	The school climate is conducive to racial/ethnic/cultural equity.			
a.	Student leaders reflect the racial/ethnic/cultural composition of the student population.	Yes	C/S	No
b.	Honorary student positions are representative of the student racial/ethnic/cultural population.	Yes	C/S	No
c.	There is a similar range of academic abilities for each racial/ethnic/cultural group in your school.	Yes	C/S	No
d.	Participation in extra-curricular activities is representative of the student racial/ethnic/cultural population.	Yes	C/S	No
e.	If the student population is primarily of one race/cultural group, there have been efforts to provide interaction with adults from other racial and ethnic groups.	Yes	C/S	No
f.	If the student population is primarily of one race, there have been efforts to compensate for the absence of a multiracial student population.	Yes	C/S	No

*Where the term race appears and as used in this instrument, it refers to Blacks, Hispanics, Asian Americans and American Indians.

Modified versions of this instrument can be used to obtain information in regard to the status of multicultural education at various educational levels within a school district or in regard to various groups such as administrators, teachers, library/media personnel, staff and curriculum development personnel and, of course, students and parents.

The soundness and quality of any self evaluation will depend, in the final analysis, upon: (1) the degree to which honest answers are given by a diverse representation of all segments of the population being surveyed; (2) the results are carefully analyzed; and, (3) an honest and objectively developed report of findings and recommendations is prepared.

The findings and recommendations should serve as the basis for developing a plan of action which includes both short-term and long-range goals and making decisions relative to program improvement.

APPENDIX B-2*

A. Multicultural Education-Student Survey

NOTE: This survey can be used successfully with later elementary classes. However, primary teachers may want to modify the questions and content to fit the particular needs of their classes. Both teachers and students should answer only those questions they feel comfortable answering.

Instructions to teacher:

1) Discuss the major racial/ethnic groups in the community (school, city and state) and ask your students to identify the group with which they identify.

	Number	Percent
A. Black	_____	_____
B. White	_____	_____
C. Hispanic	_____	_____
D. Native American (Indian)	_____	_____
E. Asian-American	_____	_____
F. Arabic	_____	_____
G. Others (list as needed)	_____	_____

2) Briefly explain the history of immigration to America and the resulting cultural diversity. Use a world map or globe if available.

A. Ask students if they know where their grandparents, great grandparents or earlier ancestors came from.

(1) List countries and/or area of the world:_____
_____.

(2) How many students are aware? (use fraction or percent)_____.

B. Ask students if they have friends or relatives in another country.
List:_____.

*Instruments were developed by local school staff. It is recommended that each school should adapt instruments such as these for their own unique situations or develop their own.

**Number refers to the number of students in the class who identify with a particular group.

C. Ask students if they have traveled to another country. List countries visited: _____.

3) How many students speak another language? _____.

4) How many students hear another language spoken at home? _____.

5) With what other racial/ethnic groups do students have contact? List: _____
_____.

6) What are some things that are alike in all groups? List: _____
_____.

7) What are some things that are unique and spacial to various racial/ethnic groups? List: _____.

B. Multicultural Education-Staff Survey

Name of staff member _____

1) With what cultural/ethnic group do you primarily identify? _____
_____.

2) What is your pre-American nationality (ties)? _____.

3) Do you have relatives or friends with whom you correspond or visit who live in other countries? _____ Which countries? _____.

4) Would you describe your identification with your cultural group as:
(check one) very strong___ moderate___ weak___ in name only___

5) In what ways do you identify most with your cultural group? (Check any that apply and describe.)

_____ religion _____
_____ customs _____
_____ clothing _____
_____ foods _____
_____ speech/language _____
_____ special occasions _____
_____ celebrations _____
_____ other _____

6) In what countries have you traveled _____.

7) Do you speak a foreign language? _____ What? _____.

8) What are your special interests? (hobbies, cooking, art, music and such)
_____.

9) Do you have a handicap? _____ Describe? _____
_____.

10) Do you have frequent contact with other persons belonging to cultural groups different than your own? _____ Which ones? _____ Where?_____.

11) Do you participate in activities where there are opportunities for you to interact with members of a variety of cultural groups other than your own in situations that provide experiences that are both similar and different from those characteristics of your own cultural groups? _____ Describe _____
_____.

12) Do you have materials and/or experiences unique to your cultural group that you could share with others? _____ Please list or describe:_____.

C. Multicultural Education - School Survey

To be completed by each staff member

Name_____
(optional)

Directions: Please indicate how you perceive each statement or practice to be implemented in your classroom. Write the number in the blank before each statement that most closely describes how you feel.

Rating Scale

1 Definitely true (Everyone is aware of or practices this)
2 Partially true (Most but not everyone supports this)
3 Little evidence (Few support or practice this)
4 Absent (Practice does not exist or is not observed)
5 I don't know

A. School Policies & Practices

_____ 1. All students regardless of their cultural, ethnic, racial, sexual or socio-economic background receive equal access to services and benefits and equal application of rules and regulations?

_____ 2. Building staff is familiar with the Michigan Department of Education's Policy and Position Statements pertaining to Multicultural Education.

_____ 3. The Board of Education has policies pertaining to Multicultural Education and Equality of Educational Opportunity for all students?

_____ 4. Staff are knowledgeable about race and sex discrimination laws.

_____ 5. Participation in all extra curricular activities is utilized equally by all students regardless of cultural, ethnic, racial, sexual or socio-economic background?

B. Curriculum and Materials

_____ 1. The instructional materials you use are representative of the cultural diversity in the United States.

_____ 2. Representatives from a variety of cultural and socio-economic groups within the community are used as resource people within the school.

_____ 3. Cultural/ethnic content is incorporated into all aspects of the curriculum.

_____ 4. Instructional materials treat cultural/ethnic and socio-economic group differences honestly, realistically and sensitively.

_____ 5. The library (media center) has a variety of current materials on the histories, experiences, and cultures of many different ethnic/cultural groups.

_____ 6. Staff development programs provide opportunities for learning how to create and select multicultural instructional materials and how to incorporate ethnic content into the curriculum.

_____ 7. The curriculum helps students improve their self-concepts?

_____ 8. The curriculum helps students examine similarities and differences within and between cultural/ethnic groups.

_____ 9. There are visuals (charts, pictures, bulletin boards, etc.) in the classroom/hallway that reflect multicultural education.

C. Human Relations

_____ 1. Staff has participated in inservice education activities which focus on interpersonal communications and intergroup relations.

_____ 2. Visiting policies and school staff attitudes encourage parents from all segments of the community to feel welcome at any time.

_____ 3. If the staff or student body is predominately of one culture/race, there have been efforts to compensate for the absence of multicultural relationships and experiences.

_____ 4. The teacher creates a classroom atmosphere that reflects an acceptance of and respect for cultural and ethnic differences.

D. Multicultural Education-Staff Awareness Survey

Multicultural Education:

1) Acknowledges that we live in a diverse and multicultural society consisting of racial, ethnic, and religious groups whose cultures, values, beliefs, lifestyles and experiences are important elements of our democratic society.

2) Is the implementation of practices and utilization of instructional materials which provide all students with a basis for understanding and appreciating the similarities and differences and contributions of various racial and ethnic groups, both males and females, in our society.

List a few examples of specific learning activities or experiences that you have used that are multicultural in nature. (You might list practices, materials, lesson activities, special events, resource persons, topics of study and formal and informal class discussions.)

APPENDIX C

SCHOOL DISTRICT PLAN TO INCORPORATE MULTICULTURAL EDUCATION INTO THE CURRICULUM 1982-1984

INTENDED OUTCOME	DELIVERY SYSTEM (What)	(Who)	(When)	EVALUATION
1.0 A policy statement on Multicultural Education will be adopted by the Board of Education	Policy statement to be written using the State Board of Education statement as a guide	Assistant Superintendent of Instruction	December 1, 1982	Board of Education minutes to contain policy statement
2.0 A school with a culturally diverse population will develop a Multicultural Education Model	Training and materials will be provided Suggested activities for reading Suggested activities for social studies and other curricular areas	Michigan Department of Education Specialists and Consultants from other sources will be used as needed	Model to be completed by January 30, 1983 June, 1983 - September 1985	Model to be submitted in written form to Director of Instructional Services
2.1 Multicultural Education will be incorporated into the curriculum of all schools in the district	Inservice programs will be conducted to enhance staffs' ability to successfully implement education which is multicultural	Teachers and Administrators Teachers, a principal, a teacher of bilingual education, a resource teacher in multicultural education	September, 1984	Training to be conducted as scheduled

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INTENDED OUTCOME	DELIVERY SYSTEM (What)	(Who)	(When)	EVALUATION
2.2 Parents representing the various cultural groups within the district will provide advice on the elements of the Multicultural Education Model	A community advisory group will be formed	A principal will coordinate activities of the community advisory committee	Advisory committee to be formed by March 1, 1982 and periodic meetings scheduled	Written recommendations to be submitted to the principal
	Inservice education will be conducted:			
	to develop awareness of education which is multicultural	Teachers and administrators		Training to be conducted and participants to be surveyed to determine if the training goals have been met
			January 30, 1984	
2.3 Teachers and administrators will have knowledge of education which is multicultural	to train teachers to incorporate multicultural concepts into their instruction			
2.4 Teachers will plan instruction which is multicultural	to distribute resources emphasizing education which is multicultural	Teachers	September 8, 1984	Building principals to monitor for instruction which is multicultural
	to train teachers in the use of resources for instruction which is multicultural			
	to provide opportunities for each building to develop or acquire resources in multicultural education to meet the special and unique needs of given buildings			
	Objectives as outlined in the policy statement			

APPENDIX D-1

Michigan Department of Education

BIAS REVIEW PROCEDURE

I. WHAT IS A BIASING ELEMENT?

A biasing element is any aspect of language content, verbal or non-verbal - *considered within the larger context in which it appears* - which might reasonably be assumed to create or reinforce in a student:

1) A prejudice against a group of people;
2) A gratuitous stereotype of a group of people; or
3) Values contrary to current notions of equality and equity among groups of people.

This procedure centers on an examination of materials for evidence of biasing elements. In order to make the procedure useful, types of bias and groups of people must be specified. Three types and seven subtypes of biasing elements are:

1. SLURS. These are words, statements, modifiers, or innuendoes - in text or illustrations - which are derogatory of, insulting to, or disrespectful of a member of any group.

   Extreme examples include use of *boy* to mean adult black male and *honky* to mean a white person, *girls* to mean adult women, and expressions like *deaf and dumb* to signify a person with extreme hearing and speaking impairment. Less extreme examples might be the expression *only a farmer* (suggesting inferiority).

2. STEREOTYPES. These are biasing elements which fail to take note of a wide range of differences among individual members of a group or, conversely, which express the notion that ALL OR NEARLY ALL GROUP MEMBERS ARE THE SAME IN SOME WAY WHEN THEY ARE NOT. Five kinds of stereotyping, including an *Other* category are:

   a. OCCUPATIONAL ROLES. Examples include: female secretaries; male bosses; minority-group maids and janitors; white technicians, Chinese laundryworkers; white, male doctors; male barbers; female nurses; *man-sized job; women's work; fireman* instead of *fire-fighter* and *mailman* instead of *mail carrier*; notions contrary to the fact that handicappers work in almost all job categories; etc.

b. FAMILY/SCHOOL ROLES. Examples include expressions stating or implying: fathers are the breadwinners; mothers are the homemakers; all families have a father, mother, brother and little sister; boys play football while girls skip rope; old maid school teachers; principals are male; handicapped persons are without families (children, parents, cousins, uncles, etc.); physically handicapped persons do not take part in fun and games at home or in school; etc.

c. PERSONALITY TRAITS. Examples include notions that: fat men are jolly; blondes are dumb; Mexicans are lazy; Jews are stingy; women are flighty; men are steady; Orientals are studious; people with epilepsy are dangerous; little girls are sweet; little boys are ornery; mentally impaired persons are disruptive; etc.

d. PHYSICAL CHARACTERISTICS/APPEARANCE. Examples include: men are strong; women are weak; Chinese are short; Jews have large noses; Blacks have thick lips; Blacks have the same skin color; Whites are blue-eyed; women wear dresses; blind persons are clumsy; farmers wear torn straw hats and chew on a stem of grass; fat people are unsuited for certain jobs when they are not; ugly persons should not have jobs where they meet the public; all handicappers are in wheelchairs or need help getting from one place to another; lepers are sinners; blind people make good musicians; etc.

e. OTHER STEREOTYPES. Some expressions may connect two groups in ways which tend to stereotype both. Examples include: Asian Indians are Hindus; Southerners are Baptists; etc.

3. ERRONEOUS GROUP REPRESENTATION. This is a possible biasing element when two or more groups are implied or specified.

a. UNDER-REPRESENTATION refers to the absence of a group when the context suggests it should be present, or to the group being present but treated as insignificant. Examples include omission of a racial group when depicting the people of a large city; a picture showing a welding class of all males and a home economics class of all females; omission of obviously handicapped persons from every day activities (e.g., work, play, entertainment, church and school); etc.

b. SEGREGATION refers to describing in words or illustration an artificial separation of one group from another. Examples include showing a classroom with equal numbers of black and white, interningled male and female students but with blacks at one side of the group and whites at the other; or a group with the races intermingled but the males and females on opposite sides (however, it would be natural to separate men and women in a choir because of the need to have voices grouped by range); handicappers in a group of specific seats, signs or arrows, or both, directing handicappers around specific barriers such as steps, doorways, restrooms, (i.e., all physical facilities should be shown as accessible to them); etc.

The designation of a group of people about which bias may be expressed follows the usual practice of making categories by:

1. Sex;
2. Race;
3. Ethnic identification;
4. Religion; and
5. Physical, mental or emotional handicap.

Since people also categorize themselves and others in various other ways, the procedure also includes a sixth group labeled *Other*. *Other* could include age or socio-economic groups, for example.

II. THE PROCEDURE

The procedure includes a series of steps that, when followed by trained reviewers, will result in documentation of bias, if any, in educational material. Documentation of a review consists of a checklist on which a reviewer has recorded:

1. The type of biasing elements identified in the materials;
2. The group(s) against which bias is expressed;
3. A judgment in each incident of bias of its intensity (*Severe or Slight*);
4. Specific references to the location and description of the expression of bias; and
5. A summary of the incidents of bias for local school people and other decision-makers to consider in deciding whether or how to use the materials reviewed.

The procedure is designed for use ONLY by reviewers who have received training in its use. The training should consist of cycles in which trainees review materials and trainers critique the reviews until the reviewers demonstrate acceptable levels of proficiency. Training requires only a few hours to make certain that reviewers understand and can apply (1) the definitions of biasing elements and of groups against which bias may be expressed and (2) the mechanics of the bhecklist.

Given adequate training, some unit of material for analysis and the checklist, reviewers should follow these instructions:

1. Begin to read or view the materials.
2. If you find something you think is a biasing element, use the definitions to identify its type (e.g., *slur, personality trait stereotype)* on the checklist.
3. Identify the type of group against which the bias is expressed (e.g., females, a race, a religious group) on the checklist.
4. In the box on the checklist where the column (type of element) and the row (group type) intersect put a mark beside *Slight* or *Severe* to record your judgment of the seriousness of the expression of bias.
5. In the far right portion of the checklist in the space marked *Specific Comments,* note the letter designation of the row and the number/letter designation of the column (e.g., a racial group, Row B., about which an occupational role stereotype is expressed, Column 2.a, would be noted as B/2.a); write the page number (slide number or place on a film) where the biasing element occurs. Follow with comments which indicate the actual group (e.g., females, Hispanic Americans) and the specific bias (e.g., lazy, weak).
6. Continue reviewing and documenting the biasing elements found, as outlined in steps 2-5. If you find a biasing element against a group type more than once, keep score of the number of such occurrences in the box where the row and column intersect by marking as instructed in step 4. Be sure to record each instance of bias under Specific Comments.

7. As you continue reading or viewing the material, periodically review the checklist to keep the biasing elements fresh in your mind.
8. When you have finished reading or viewing the materials, look at each box on the checklist which has no entry. For each box without an entry, think back over the material while considering the types of biasing elements to assure yourself that none occurred. If you feel so assured, circle *None*. If you are not, search for the location of the biasing element and record it.

   NOTE: This step is especially important when considering Biasing Element No. 3, Erroneous Group Representation, because you should consider *under-representation* and *segregation* within the context of the WHOLE workbook or ENTIRE set of materials, as well as in individual occurrences as in a picture.

9. Write a summary of the kinds of biases expressed in the material under *Summary of Review*. In so doing, use the *specific comments* made during the review, including reference to the frequencies with which biasing elements occurred with their level of intensity (*slight* or *severe*).

APPENDIX D-2

Michigan Department of Education

BIAS REVIEW CHECKLIST

Product _____ Reviewed By _____

Developer _____ Date _____

Part I Review TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Underrepresentation	b. Segregation
A. MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

*Provide row/column

Part III Summary of Review:

APPENDIX D-3

Michigan Department of Education

COMPLETED BIAS REVIEW CHECKLIST

Product Health Care Workers and the Families They Serve (Student manual, teacher's guide, films, tapes) Reviewed by J.P.B.

Developer ZED, Inc., 21 Dollar Drive, N.E., Sandspit Lee, New Jersey Date 2/29/78

Part I Review

TYPE OF GROUP	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Under-representation	b. Segregation
A. MALE/FEMALE	Slight Severe (None)	Slight Severe (III) None	Slight Severe (I) None	Slight Severe (None)	Slight Severe (None)	Slight Severe (I) None	Slight Severe (None)	Slight Severe (None)
B. RACIAL	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (I) None	Slight Severe (None)
C. ETHNIC	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)
D. RELIGIOUS	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)
E. HANDICAPPED	Slight Severe (I) None	Slight Severe (I) None	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight (I) Severe None	Slight Severe (None)
F. OTHER	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)	Slight Severe (None)

Part II Specific Comments:*

A/2b. All families with father, mother, boy and girl (all written material). Girls helped mother with cooking and dishes, etc.; boys helped father with plumbing, etc.

A/2a. Men shown as heavy laborers or executives; women only as secretaries. Pp. 24, 28, 35, 152 in manual.

A/2a. Throughout manual, pictures show male doctors/female nurses.

E/3a. No handicappers shown or discussed in manual.

A/2a. Only male voices for doctors and female voices for nurses, secretaries, and aids in films/tapes.

E/1. In Case Study 23, a handicapper is referred to as a "cripple."

B/3a. In all materials, only Caucasians are seen or heard.

E/2a. Handicappers depicted only as health care recipients in all materials.

Part III Summary of Review:

The student manual throughout depicted traditional families and assigned the sexes to traditional family and work roles. In a tape contrasting good/bad counseling, only females voice the "bad." In general: (1) Only Caucasians are seen or heard; (2) handicapped persons are ignored occupationally, shown only as health care recipients, and, once, a handicapped person was termed a "cripple." Overall, the incidence of bias is moderate to severe.

*Provide Row/Column.

APPENDIX D-4

East Lansing Public School

Part I Review

BIAS REVIEW CHECKLIST

Reviewed By_____ TITLE_____

Building_____ Publisher_____

Date_____ Copyright Date_____

GROUPS SUBJECT TO BIAS	1. SLUR	2. STEREOTYPES a. occupational role	b. familial	c. personality Traits	d. physic. charact./ appear.	e. social	3. ERRON. GROUP REP. a. under-representation	b. segregation
A. AGE	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
B. ECONOMIC	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
C. ETHNIC	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
D. RACIAL	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
E. FAMILIAL	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
F. HANDICAPPED	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
G. RELIGIOUS	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
H. SEX	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe

Part II Specific Comments:

Part III Summary & Conclusions:

Part IV Recommendations for Action

_____ Use as is

_____ Redevelop the materials

_____ Use the materials in ways which will counteract the bias

_____ Do Not Use Materials

_____ Other _____

_____

_____

_____

APPENDIX E

A Model Advisory Committee Operating Procedure*

The following are the bylaws for the Multicultural, Nonsexist Advisory Committee for School District.

Consistent with the Michigan Department of Education Policy and Position Statement on Multicultural Education, the _____ School District has established a Multicultural, Nonsexist Advisory Committee. The Committee will function as described below:

I. COMMITTEE COMPOSITION

a. The membership shall consist of no less than _____ members and no more than _____ members.

b. Committee members shall be appointed by the local school board.

c. There shall be one member from each of the following minority groups represented in the school district's population: Afro-Americans, Native Americans, Spanish Surnamed Americans, and Asian Americans.

d. There shall be equal numbers of male and female members.

e. There shall be at least one student on the committee.

f. There shall be three educators (teachers or administrators) on the committee representing the elementary school(s), the junior high school(s), and high school(s).

g. There shall be attempts made to involve the members of various ethnic or religious groups in the district.

h. A representative of the physically disabled and the elderly in the community shall also participate.

i. A representative from the school board shall participate as an ex-officio member.

II. TERM OF MEMBERSHIP

a. One-half of initial members to serve for one year.

b. One-half of initial members to serve for two years.

c. All additional appointees to serve for two years.

III. COMMITTEE OPERATING YEAR

a. The committee will operate throughout the year January - December.

*An adaptation from Guide to Implementing Multicultural Nonsexist Curriculum Programs in Iowa Schools, State of Iowa, Department of Public Instruction, June 1976.

IV. COMMITTEE FINANCES

a. Finances will consist of those expenditures authorized by the local board.

V. OFFICES

a. The committee will elect the following officers: Chairperson, Vice-Chairperson, and Secretary.

VI. MEETINGS

a. The committee will meet twice during the year.

b. Additional meetings may be called by the chairperson with at least five days notice.

c. All meetings are open to the public.

VII. WORK FORMAT

a. Needs assessment of the school district related to multicultural, nonsexist education and equal educational opportunity.

b. "Prioritize" needs and objectives for the school district.

c. The committee shall appoint subcommittees with specific tasks. Every committee member should have specific responsibilities.

d. All decisions shall be made by majority vote.

e. _____ appointed members at any given meeting constitute a quorum.

VIII. REPORTS

a. The committee shall report semiannually to the local board of education regarding committee work and recommendations related to the planning, implementation, and evaluation of the multicultural, nonsexist education program.

b. The committee shall assist the administration in the development of progress reports to be submitted to the local board and the Sate Board of Public Instruction.

c. Submit additional reports as needed.

VII. DEVELOPMENT COMMITTEE

mittee of eleven was responsible for the development of this document. Listed below are the members of that committee he secretary responsible for working with the committee as the initial drafts were developed.

Georgina Bennett
Lansing Public Schools

Marcia Bishop
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John Chapman
Social Studies Specialist
Michigan Department of Education
State Department Liaison
Co-Coordinator of the Project

Bernadette Cole
Doctoral Student
Purdue University

Mary Edmonds
Social Studies Supervisor
Grand Rapids Public Schools

Geneva Gay
Associate Professor of Education
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Co-coordinator of the Project

Frank Mishina
High School Social Studies Teacher
Flint Community Schools

Patricia Shinsky
Multicultural Coordinator
Lansing Public Schools

Mattie Odessa Smith
Multicultural Education Demonstration Teacher
Ypsilanti Public Schools

Karen Todorov
Ethnic Studies Program Project Director
Detroit Public Schools

Alex Toth
Multicultural Education Project Director
Flint Community Schools

Dorothy Hubbard, Secretary
Flint Community Schools

PARTICIPANTS IN THE REVIEW OF MULTICULTURAL EDUCATION CURRICULUM RESOURCE MATERIALS

Multicultural Education Conference, October 19, 1981

Judith Johnson
Kalamazoo Public Schools

Barbara Pegg
Northern Allen Schools
Melvindale

Chris Manker
Holland Public Schools

Rose Mary Olivares
Berrien Public Schools

Lenore Croudy
Flint Public Schools

Jack Midgley
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Georgina Bennett
Multicultural Specialist
Ingham Intermediate School District

Lee Hansen
Associate Superintendent
Ann Arbor Public Schools

Iris Vergara
Berrien Springs Public Schools

Father Bernard H. Hall
Secretariat for Education
Diocese of Grand Rapids

James E. Granberry
Director, Affirmative Action
Flint Public Schools

Marjo Prinzing, Teacher
Muskegon Public Schools

Marcia Bishop, Teacher
Grand Rapids Public Schools

Larry DeVoogd, Director
Instructional Service
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Saginaw Public Schools

Eugene B. McCoy
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Battle Creek Public Schools

Judy Miller
Achievement Specialist
Bridgeport-Spaulding Schools

Dick Smith
Director, Elementary Education
Bridgeport-Spaulding Schools

Clay Coleman
Assistant Director of Elementary Education
Grand Rapids Public Schools

Connie Chappell, Teacher
Muskegon Public Schools

Shirlee Musick
ESAA Director
Ferndale Schools

Joseph Jones, Principal
Ecorse Public Schools

Jane Makulski, Principal
Oak Park Schools

Sara A. Thompson, Teacher
Jackson Public Schools

Loretta Head
Assistant President
American Federation of Teachers

Doris Miller, Representative
Michigan Federation of Teachers

Larry Green, Teacher
Jackson Public Schools

Eddie Nelson
Assistant Superintendent
Willow Run Community Schools

Clarence Pilatowicz
Superintendent
Hamtramck Public Schools

Joe Hudson
Assistant Principal
Hamtramck Public Schools

Cassandra Johnson
District Coordinator
Human Relations
Southfield Public Schools

Mail Review (list of elementary and middle school teachers who participated)

Mary Hardin
Grand Rapids Public Schools

Marie Smith
Grand Rapids Public Schools

Raul Calderon
Grand Rapids Public Schools

Tina Guitierrez
Saginaw Public Schools

Karen Rivera
Holland Public Schools

Olga Hernandez
Saginaw Public Schools

Margarita Jiminez
Detroit Public Schools

Karen Innes
Holland Public Schools

Carmen Ramirez
Saginaw Public Schools

Elena Lazo
Detroit Public Schools

Cordell Henderson
Lansing Public Schools

Jessica Ramirez
Saginaw Public Schools

Juanita Flores
Detroit Public Schools

Santos Ceballos
Lansing Public Schools

Judy Curow
Traverse City Public Schools